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GUIDE FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ELEMENTARY SCHOOL PUPILS. LEVEL II, PART 2.

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THIS VOLUME COMPRISES LESSONS 56-115 OF THE SECOND LEVEL OF "TEACHING ENGLISH EARLY." FOLLOWING THE SAME FORMAT AS LEVEL II, PART 1, THE APPROACH IS STILL ORAL-AURAL, EMPHASIZING CLASSROOM ACTIVITIES AND "ACTING-OUT" WITH PUPPETS. SOMEWHAT MORE EMPHASIS IS GIVEN TO "FREE DIALOG" AND A GREATER VARIETY OF ACTIVITIES. SEE RELATED DOCUMENTS AL 001 240, THE FINAL REPORT AND SUMMARY OF THE MATERIALS PREPARATION PROJECT, AND AL 001 238, "TEACHING ENGLISH EARLY, LEVEL II, PART 1." (AMM)

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Teaching English Early

Project No. H-200 (OE 6-10-044)
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GUIDE FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ELEMENTARY SCHOOL PUPILS - LEVEL II, Part 2.

Teaching English Early

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AL 001 239

Lesson 56

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [z] as a plural ending after [b] , [d] , and [g] , as in "bulbs," "beads," and "bags."

2. The learner will be able to produce the rhythm patterns of a sequence of similar phrases in sentences, as in:

The little girl/put the bulbs/and the beads/in the bags.

B. Test: See page 4.

II. MATERIALS

Two or three of each of the following: Light bulbs (Christmas tree bulbs are small and easy to handle), bags, flags, seeds, cutouts or pictures of lion or bear cubs, and strings of beads.

III. PROCEDURES

Presentation

1. Hold up two or three light bulbs.
Model: (3). Echo: ◯ (3), ⊙.

Teaching Points

a. The voiced alveolar fricative [z] as the (regular) plural ending after:
(1) the voiced bilabial stop [b] , as in "bulbs;"
(2) the voiced alveolar stop [d] , as in "beads;"
(3) the voiced velar stop [g] , as in "bags."

b. The rhythm pattern of a compound noun phrase. An internal break or pause point, if any, is immediately before "and."

If possible, while all the children watch, place a bulb in a

Lesson 56

BULBS

BULBS

BULBS

ARE THESE BULBS?

YES, THEY ARE

BULBS

BULBS

BULBS

ARE THESE BULBS?

YES, THEY ARE.

socket and turn on the light. You might describe what you are doing, mentioning "bulb" and "bulbs" a few times.

2. Repeat step 1 with "beads" and "bags."

3. Have Jane come up and put the bulbs in one bag, and the string of beads in another bag.
Model: (3).

JANE/PUT THE BULBS/AND THE BEADS/IN THE BAGS.

Stress the underlined words, with a rise-fall pitch on "bags."

4. Address a different child each time, who does as he is told.
Echo: ◯ (3), ⊙.

JANE,

PUT THE BULBS

AND THE BEADS

IN THE BAGS.

JANE/PUT THE BULBS/

AND THE BEADS/IN THE BAGS.

JANE,

PUT THE BULBS

AND THE BEADS

IN THE BAGS.

JANE/PUT THE BULBS/AND THE BEADS/IN THE BAGS.

Listen for the correct stress patterns. To correct the students, cut up the sentence into phrases again.

5. Hold up two or more flags.
Model: (3). Echo: ◯ (3), ⊙.

FLAGS

FLAGS

FLAGS

ARE THESE FLAGS?

YES, THEY ARE.

FLAGS

FLAGS

FLAGS

ARE THESE FLAGS?

YES, THEY ARE.

6. Repeat step 5 with "seeds" and "cubs." Have cutouts of cubs or a picture of two or more cubs.

7. Free Dialog. Have Joe come up and put the seeds and cubs by the flags and ask the class, then individuals:

WHAT DID JOE DO?

HE/PUT THE CUBS/AND THE

SEEDS/BY THE FLAGS.

8. Repeat step 7 with different individuals coming up and moving the items around or giving items to other pupils to cue different responses, such as, Joe gives Mary the seeds and the bags.

WHAT DID JOE DO?

HE GAVE THE SEEDS AND THE BAGS TO MARY.

HE GAVE MARY THE SEEDS AND AND THE BAGS.

Continue with pupils asking the questions.

Listen for the correct stress patterns and the sounds of [bz], [dz], and [gz].

Test:

Divide the class into two teams. Have the first member of Team #1 come up and move the objects (always consisting of 2 sets, such as, the cubs and the flags) or give them to someone, then ask the first member of Team #2:

1st L-Team #1: WHAT DID I DO?

1st L-Team #2: YOU PUT THE CUBS AND THE FLAGS BY THE SEEDS.

Then the pupil who answered the question comes up and performs a similar action and then asks an opposing team member a question:

1st L-Team #2: WHAT DID I DO?

2nd L-Team #1:

YOU GAVE MARY THE BAGS AND THE CUBS.

YOU GAVE THE CUBS AND THE BAGS TO MARY.

Give each pupil a chance to ask the questions and respond to a question.

Likely Errors

a. [z] ⟶ *[s] as a (regular) plural ending after the voiced stop [b], [d], or [g], in "cubs," "seeds," and "flags."

b. The little girl/put the bulbs/ and the beads/ in the in the bags. ⟶ *The little girl/put/the bulbs/and the beads/ in the bags.

Lesson 57

I. OBJECTIVES

A. Content

1. The learner will be able to ask <u>who</u> questions like the following:

Who gave the bulbs to Mary?
Who gave Mary the bulbs?

2. The learner will be able to respond to such questions with answers like the following:

<u>I</u> gave the bulbs to Mary. <u>I</u> did.

<u>Joe</u> gave Mary the bulbs. <u>Joe</u> did.

Teaching Points

a. <u>Who</u> questions about the subject and containing an indirect object phrase with "to," which comes after the direct object phrase.

b. <u>Who</u> questions about the subject and containing an indirect object phrase without "to," which comes before the direct object phrase.

c. That these two variations of the <u>who</u> questions are equivalent, i.e., that "Who gave the bulbs to Mary? and Who gave Mary the bulbs?" are for all practical purposes synonymous (though one might argue a difference in emphasis).

d. The use of the past, present progressive (with -<u>ing</u>), and the future forms of the verb in such question .

e. The responses to such questions, keeping in mind the agreement in verb tense between the question and the response.

f. The <u>voiced</u> alveolar fricative [z] as a (regular) plural ending after the <u>voiced</u> bilabial stop [b] .

Lesson 57

B. Test: See page 8.

II. MATERIALS

A. Two puppets, a pencil for each pupil in the class, a sheet of paper for each pupil in the class, two or three light bulbs, two or three cutouts or pictures of bear cubs, and a box.

B. Pictures of people delivering goods, for example, a milkman delivering milk, a newspaper boy delivering the paper, etc.

III. PROCEDURES

A. Pronunciation

1. Hold up four light bulbs.
Model: (3). Echo: ◯ (3), ⊙ .

FOUR BULBS

FOUR BULBS

FOUR BULBS

FOUR BULBS

FOUR BULBS

FOUR BULBS

2. Free Dialog. Repeat the question a few times, changing the number of bulbs in your hands each time.

HOW MANY BULBS DO I HAVE?

FOUR BULBS.

You may wish to emphasize the [z] a few times to focus attention on the objective of this activity. Before you ask the students to echo, however, model the word in normal conversational rhythm, without special emphasis on the ending.

After changing the number of bulbs in your hands, ask:
HOW MANY BULBS DO I HAVE?

FIVE BULBS.

ETC.

3. Repeat step 1 with pictures or objects representing two bear cubs.

TWO CUBS

TWO CUBS

TWO CUBS

TWO CUBS

TWO CUBS

TWO CUBS

4. Chain Dialog. Put the objects or pictures representing bear cubs and two or more light bulbs in a box so the pupils can't see them. Have a pupil select one set of objects and say:

1st L: JOE, WHICH DO I HAVE, THE BULBS OR THE CUBS?

Joe: THE BULBS.
YOU HAVE THE BULBS.

1st L: YOU'RE RIGHT.

The first L holds up the bulbs. Joe comes up.

Joe: MARY, WHICH DO I HAVE, THE CUBS OR THE BULBS?

Mary: THE CUBS.
YOU HAVE THE CUBS.

Joe: YOU'RE WRONG. I HAVE THE BULBS.

ETC.

Continue until all students have had a chance to guess what the questioner is holding.

Joe now ask another pupil.

B. Presentation

1. Explain to the class about the delivery services provided by most communities, like the delivery of milk, mail, daily newspapers, groceries, dry cleaning, etc. Now, tell the class you need two people to "deliver" pencils and paper to the class. One will be a "pencil girl," and the other will be a "paper boy." Have Jane be the "pencil girl" and Joe be the "paper boy." Say:

Use simple, short sentences in your explanation, and accompany it with pictures of such activities if you have any.

JOE, YOU BE THE PAPER BOY, AND JANE YOU BE THE PENCIL GIRL.

Take the two puppets and model the following:
Model: (2). Echo: (2).

Bobo: WHO'LL GIVE THE PENCILS TO THE CLASS?

WHO'LL GIVE THE PENCILS TO THE CLASS?

Boba: JANE WILL GIVE THE PENCILS TO THE CLASS.

JANE WILL GIVE THE PENCILS TO THE CLASS.

Bobo: WHO WILL
GIVE THE
CLASS
PENCILS?

WHO WILL GIVE THE CLASS
PENCILS?

Boba: JANE WILL.
JANE WILL GIVE
THE CLASS PENCILS.

JANE WILL.
JANE WILL GIVE THE CLASS
PENCILS.

Observe that the two sentences, "Jane will give the pencils to the class," and "Jane will give the class pencils." are for all practical purposes synonymous.

2. Now have Jane and Joe give the pencils and paper to the class. While they are doing this have the puppets say:
Echo: ◯, ◯.

Bobo: WHO'S GIVING
(THE) PAPER
TO THE CLASS?

◯: WHO'S GIVING (THE) PAPER
TO THE CLASS?

Boba: JOE'S GIVING
(THE) PAPER
TO THE CLASS.

◯: JOE'S GIVING (THE) PAPER
TO THE CLASS.

Bobo: WHO'S GIVING
THE CLASS
PAPER?

◯: WHO'S GIVING THE CLASS
PAPER?

Boba: JOE IS.

◯: JOE IS.

3. Free Dialog. When Jane and Joe have finished their duties, have the puppets ask the entire class:

Bobo: WHO GAVE THE CLASS PENCILS?

○: JANE DID.
JANE GAVE THE CLASS PENCILS.

Bobo: WHO GAVE THE PENCILS TO THE CLASS?

○: JANE DID.
JANE GAVE THE PENCILS TO THE CLASS.

4. Chain Dialog. Have Mary and Tom come up to be the "delivery" girl and boy. Give Mary the bulbs and Tom the cubs. Say:

MARY, YOU'LL GIVE THE BULBS TO JOE.
TOM, YOU'LL GIVE THE CUBS TO JANE.
Before they do this, start the chain dialog by asking:
JANE, WHO'LL GIVE

JOE THE BULBS?
THE BULBS TO JOE?

Jane: MARY WILL.
MARY'LL GIVE JOE THE BULBS.
THE BULBS TO JOE.

JOHN, WHO'LL GIVE

THE CUBS TO JANE?
JANE THE CUBS?

John: TOM WILL.
TOM'LL GIVE THE CUBS TO JANE.
JANE THE CUBS.

Now have Mary and Tom make their "deliveries" and as they are doing this, keep the chain dialog going. The pupils will have to change verb tenses, e.g.:

If this is difficult for the pupils to manage, you ask the questions.

John: BILL, WHO'S GIVING JANE
THE CUBS?
THE CUBS
TO JANE?

Bill: TOM IS.
TOM'S GIVING JANE THE CUBS.
THE CUBS TO
JANE.

ETC.

Continue the chain dialog after Mary and Tom have made their "deliveries." Again the tenses change, e.g.:

Bill: ALICE, WHO GAVE THE BULBS
" TO JOE?
JOE THE
BULBS?

Alice: MARY DID.
MARY GAVE THE BULBS TO JOE.
JOE THE BULBS.

If you had to ask the questions, repeat with the children asking them.

Test:

Have other pupils take Mary's and Tom's places as you repeat the procedures in step 4. Give every pupil a chance to ask and answer the questions. Make sure the pupils' responses fit the situation.

Likely Errors

a. Who gave the bulbs to Mary? → *Who gave the bulbs Mary? ~ *Who gave to Mary the bulbs?

b. Who gave Mary the bulbs? → *Who gave the bulbs Mary?

c. I did. → *I do. (In response to the questions in a or b.)

d. I did. → *I did. (Misplaced stress in response to a who question)

e. [z] → *[s] in "bulbs" and "cubs."

Lesson 58

I. OBJECTIVES

A. Content

1. The learner will be able to ask who questions like the following:

Who did Jane give the beads to?
Who is Joe taking the seeds to?

2. The learner will be able to respond to such questions with answers like the following:

To Mary. Jane gave the beads to Mary.

To Tom. Joe is taking the seeds to Tom.

3. The learner will be able to pronounce [z] as a plural ending after [d] as in "beads" and "seeds."

B. Test: See page 5.

II. MATERIALS

Several strings of beads.

III. PROCEDURES

A. Pronunciation

1. Hold up two or three strings of beads. Model: (3). Echo: ◯ (3), ◉.

Teaching Points

a. Who questions about the indirect object. (Observe that many native speakers of English will not say: *Who did Jane give the beads?)

b. The use of the past and present progressive forms in such questions as well as the future tense form.

c. The responses to such questions, keeping in mind the agreement in verb tense between the question and the response.

d. The voiced alveolar fricative [z] as a (regular) plural ending after the voiced alveolar stop [d].

If the children regularly make the [z] sound correctly, omit the pronounciation section of this lesson.

Lesson 58

THEY'RE BEADS.

THEY'RE BEADS.

THEY'RE BEADS.

THEY'RE BEADS.

THEY'RE BEADS.

THEY'RE BEADS.

Have the children point to the beads.

2. Repeat step 1 with seeds.

THEY'RE SEEDS.

THEY'RE SEEDS.

ETC.

3. Chain Dialog. Pass the beads to Tom and start a chain dialog by saying:

TOM, WHAT DO YOU HAVE?

Tom: THE BEADS. / I HAVE THE BEADS.

Tom passes the beads to Jane.

JANE, WHAT DO YOU HAVE?

Jane: THE BEADS. / I HAVE THE BEADS.

Jane passes the beads to Joe.

JOE, WHAT DO YOU HAVE?

Joe: THE BEADS. / I HAVE THE BEADS.

ETC.

Go once around the class. Make sure the last pupil gets a chance to ask the question as well as answer, and you respond to his question.

4. Repeat step 3 with the seeds.

B. Presentation

1. Free Dialog. Have Jane and Joe come up to be the "delivery" girl and boy. Give the beads to Jane and the seeds to Joe. Say:

JANE, YOU GIVE THE
BEADS TO MARY.

JOE, YOU GIVE THE
SEEDS TO TOM.

Now ask the class:

WHO'LL JANE GIVE
THE BEADS TO?

○: TO MARY.
JANE'LL GIVE THE BEADS TO MARY.

Prompt the class if necessary.

WHO'LL JOE GIVE
THE SEEDS TO?

○: TO TOM.
JOE'LL GIVE THE SEEDS TO TOM.

2. While Jane and Joe are making their "deliveries," ask:

WHO'S JANE GIVING
THE BEADS TO?

○: TO MARY.
JANE'S GIVING THE BEADS TO MARY.

WHO'S JOE GIVING
THE SEEDS TO?

: TO TOM.
JOE'S GIVING THE SEEDS TO TOM.

3. When Jane and Joe have made their "deliveries," ask:

WHO DID JANE GIVE THE BEADS TO?

○: TO MARY.
JANE GAVE THE BEADS TO MARY.

WHO DID JOE GIVE THE SEEDS TO?

○: TO TOM.
JOE GAVE THE SEEDS TO TOM.

4. Chain Dialog. Have Tom and Mary come up to be the "delivery" girl and boy. Have Tom give the seeds to Joe and Mary give the beads to Jane.

ALICE, WHO'LL TOM GIVE THE SEEDS TO?

Alice: TO JOE.
HE'LL GIVE THE SEEDS TO JOE.

MIKE, WHO'LL MARY GIVE THE BEADS TO?

Mike: TO JANE.
SHE'LL GIVE THE BEADS TO JANE.

SUSAN, WHO'S TOM GIVING THE SEEDS TO?

As Tom is about to give the seeds.

As Mary is about to give the beads.

As Tom gives the seeds.

Susan: TO JOE.
HE'S GIVING THE SEEDS TO JOE.

DON, WHO DID MARY GIVE THE BEADS TO?

Don: TO JANE.
SHE GAVE THE BEADS TO JANE.

Go once around the class.

Test:

Repeat step 4, changing "delivery" boys and girls often enough so each pupil gets to ask and answer a question in the future tense, present progressive tense, and the past tense.

After Jane has given the beads.

Likely Errors

a. Who did Jane give the beads to?⟶*Who did Jane give the beads? (But if you find this to be grammatical for you, do not correct your pupils)

b. She gave the beads to me. ⟶*She give(s) the beads to me. (In response to the question in b)

c. [z] ⟶ *[s] in "beads" and "seeds."

Lesson 59

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [z] as a plural ending after [g], as in "bags."

2. The learner will be able to ask questions like the following:

What will Joe give Tom?
What did Jane give Mary?

3. The learner will be able to respond to such questions with answers like the following:

He'll give him two flags. Two flags.
She gave her some bags. Some bags.

B. Test: See page 4.

II. MATERIALS

Two or three of each of the following: paper bags, small flags, light bulbs, seeds, cutouts or pictures of cubs, and strings of beads.

III. PROCEDURES

A. Pronunciation

1. Hold up two bags.
Model: (3). Echo: ◯ (3), ⊙.

Teaching Points

a. What questions about the direct object and containing verbs like "give," which take an indirect object.

b. The use of the future, present progressive, and past forms of the verb "give" in such questions.

c. The responses to such questions, keeping in mind the agreement of verb tense between the question and the response.

d. The voiced alveolar fricative [z] as a (regular) plural ending after the voiced velar stop [g].

If the children can make the [z] as a plural ending after [g], skip this part of the lesson.

I SEE TWO BAGS.

I SEE TWO BAGS.

I SEE TWO BAGS.

I SEE TWO BAGS.

I SEE TWO BAGS.

I SEE TWO BAGS.

Repeat with two flags.

2. Chain Dialog. Hand the two bags and the two flags to Joe and start:

JOE, WHAT DO YOU HAVE?

Joe: TWO BAGS AND TWO FLAGS. I HAVE TWO BAGS AND TWO FLAGS.

Joe hands the bags and the flags to Mary.

MARY, WHAT DO YOU HAVE?

Mary: TWO FLAGS AND TWO BAGS. I HAVE TWO BAGS AND TWO FLAGS.

Mary hands the bags and flags to Tom.

TOM, WHAT DO YOU HAVE?

Tom: TWO BAGS AND TWO FLAGS. I HAVE TWO BAGS AND TWO FLAGS.

Tom hands the bags and the flags to Jane.

JANE, WHAT DO YOU HAVE?
ETC.

Go once around the class.

B. Presentation

1. Have Joe and Jane come up to the front. Give the bags to Jane and the flags to Joe. Say:

JANE, YOU GIVE THE BAGS TO MARY.

JOE, YOU GIVE THE FLAGS TO TOM.

WHAT'LL JANE GIVE TO MARY?

THE BAGS.
SHE'LL GIVE THE BAGS TO HER.

WHAT'LL JOE GIVE TO TOM?

THE FLAGS.
HE'LL GIVE THE FLAGS TO HIM.

2. Chain Dialog:

MIKE, WHAT WILL JANE GIVE TO MARY?

Mike: THE BAGS.
SHE'LL GIVE THE BAGS TO HER.

ALICE, WHAT WILL JOE GIVE TO TOM?

Alice: THE FLAGS.
HE'LL GIVE THE FLAGS TO HIM.

DON, WHAT IS JANE GIVING MARY?

Don: THE BAGS.
SHE'S GIVING HER THE BAGS.

Now have Joe and Jane make their deliveries. While they are doing this continue the chain dialog. The tenses will change.

GLORIA, WHAT IS JOE GIVING TOM?

Gloria: THE FLAGS. HE'S GIVING HIM THE FLAGS.

JACK, WHAT DID JANE GIVE MARY?

Jack: THE BAGS. SHE GAVE HER THE BAGS.

Continue this dialog, using other pupils to make the "deliveries" so all the pupils get a chance to ask and answer the what questions.

Continue the dialog after Joe and Jane have made their "deliveries." No other "deliveries" are made until after Gloria has asked the question and Jack has answered (i.e., until after the past tense is used).

Test:

Repeat the chain dialog in step 2. You will have to go around the class several times, at least three, to give every pupil a chance to use the future, present progressive, and past tenses. For more variety add the bulbs, seeds, cubs, and beads to the objects in this chain dialog.

Likely Errors

a. What will Joe give Tom? → *What Joe will give Tom?

b. What did Jane give Mary? → *What did Jane gave Mary?

c. She gave Mary two flags. → *She give Mary two flags. (In response to the question in b)

d. [z] → *[s] as the (regular) plural ending in "flags," "bags," etc.

Level II

Lesson 60

I. OBJECTIVES

A. Content

1. The learner will become familiar with who and what questions like those in lessons 57, 58, and 59.

2. The learner will become familiar with responses (to such questions) like those used in lessons 57, 58, and 59.

B. No Test.

II. MATERIALS

A. Two or three of each of the following: light blubs, bags, flags, seeds, cutouts of pictures of cubs, and strings of beads.

B. Some letters, an empty school milk carton, a newspaper, a dummy loaf of bread, a sack full of dummy groceries, and a coat on a hanger.

III. PROCEDURES

1. Chain Dialog. Have six pupils come up. Pass out the light bulbs to one, the bags to another, the flags to another, etc., until each pupil has something to "deliver" to another classmate. Tell each pupil who he will "make his delivery" to. The dialog could go something like this:

Teaching Points

a. Who questions about the subject, who questions about the direct object, and what questions about the direct object of sentences with indirect objects.

b. Such questions in the future, present, and past tenses.

c. Responses to such questions, paying particular attention to the tense which corresponds to the question.

Lesson 60

1st L: TOM, WHO'LL JOE GIVE THE BEADS TO?

Tom: TO MARY.
HE'LL GIVE THE BEADS TO MARY.

MARY, WHAT'LL JOE GIVE GIVE YOU?

Mary: THE BEADS.
HE'LL GIVE ME THE BEADS.

JANE, WHAT WILL TOM GIVE MIKE?

Jane: THE BULBS.
HE'LL GIVE THE BULBS TO HIM.

ETC.

The questioning does not have to follow any specific pattern. They can ask what questions first, if they wish. Just watch and see that the pupils use the proper tenses in their questions and responses.

After several questions in the future tense, have the pupils "make their deliveries." While they are doing this, continue the chain dialog.

1st L: TOM, WHO IS GIVING THE BEADS TO MARY?

Tom: JOE IS.
JOE'S GIVING THE BEADS TO HER.

MARY, WHAT IS JOE GIVING YOU?

Mary: THE BEADS.
HE'S GIVING ME THE BEADS.

"He's" and "Joe's" are acceptable contractions.

JANE, WHAT ARE YOU GIVING TO ALICE?

Jane: THE FLAGS.
I'M GIVING THE FLAGS TO HER.

ETC.

After several questions in the present progressive tense, the pupils should have "made their deliveries." Continue the dialog:

1st L: TOM, WHO DID YOU GIVE THE BEADS TO?

Tom: TO MARY.
I GAVE THE BEADS TO MARY.
MARY THE BEADS.

JANE, WHO GAVE THE FLAGS TO ALICE?

Jane: I DID.
I GAVE HER THE FLAGS.
THE FLAGS TO HER.

ETC.

Continue this activity until all the pupils have had a chance to ask and answer several questions.

2. Before this activity, have another discussion about the deliveries the mailman, the milkman, the paper boy, the breadman, the grocerman, and the cleaning man makes. The conversation might go like this:

WHAT DOES THE MAILMAN DELIVER:

○: LETTER.
THE MAIL.
HE DELIVERS THE MAIL.

WHAT DOES THE PAPER BOY DELIVER?

○: THE PAPER.
THE NEWSPAPER.
HE DELIVERS THE PAPER.

Continue with individual pupils asking the questions.

Now have six volunteers be the different delivery men and give them their props such as, the mailman-letters, the milkman- a school milk carton, the paper boy-newspaper, the breadman-a dummy loaf of bread, the groceryman-a sack full of dummy groceries, and the cleaning man-a coat (on a hanger). Now repeat step 1 and continue until all the pupils have had a chance to make at least one delivery and ask and answer at least one question in each tense.

Lesson 61

I. OBJECTIVES

A. Content

1. The learner will be able to produce the rhythm of statements and how many questions, as in:

   How many pencils/will I find/in this carton?

   You'll find/seven pencils/in that carton.

2. The learner will be able to pronounce [p], [t], and [k] before vowels, as in "pot," "tot," and "cot."

3. New vocabulary: carton, tot, pot.

B. Test: See page 6.

II. MATERIALS

A. Ice cream cartons with lids (heavy white paper, pint size, round, opaque). One for each pupil and two for demonstration.

B. Pencils, several for each carton

C. Three puppets

D. Pictures of a flower pot, of a tot (preschool child of walking age), and of a cot

E. Song: "The Cupboard" in Music Through the Day, California State Series, page 31

F. Appropriate props or picture(s) for the song.

Teaching Points

a. Breaking the sentence orally at the appropriate grammatical points of how many questions and of the responses to such questions.

b. The voiceless stops before stressed vowels:

   (1) bilabial [p]
   (2) alveolar [t]
   (3) velar [k]
   They are aspirated.

III. PROCEDURES

Pronunciation

1. Free Dialog. Put the cartons on the table and point first to one, then to several.

   WHAT IS IT?

   A CARTON
   IT'S A CARTON.

   WHAT ARE THEY?

   CARTONS.
   THEY'RE CARTONS.

2. Hold up one of the cartons.
   Model: (1). Echo: ○ (3), ⊙.

   A CARTON.

   A CARTON.

3. Model: Hold up the pencils. Point to the cartons. Then have the pupils watch while you put several pencils, one to ten, in each. Shake each carton after you put pencils in it, so the pupils hear the sound that number of pencils makes. Scramble the cartons.

   THE LIDS COME OFF.
   I'M GOING TO PUT SOME
   PENCILS IN EACH CARTON.

4. Use three puppets for the dialog. Pick up one of the cartons, say the one with five pencils and shake it.
   Model: (1).

   HOW MANY PENCILS WILL I
   FIND IN THIS CARTON?

Supply the answer if necessary.

1st P: I DON'T KNOW.

GUESS.

1st P: YOU'LL FIND SIX PENCILS IN THAT CARTON.

2nd P: YOU'LL FIND FIVE PENCILS IN THAT CARTON.

3rd P: YOU'LL FIND FOUR PENCILS IN THAT CARTON.

I FOUND FIVE PENCILS.
HE WAS RIGHT.

Open the carton and put the pencils on the table.

Point to the second puppet.

5. Shake a different carton, say the one with three pencils.
Model: (1). Echo: (4), .

HOW MANY PENCILS WILL I FIND IN THIS CARTON?

HOW MANY PENCILS WILL I FIND IN THIS CARTON?

HOW MANY PENCILS

HOW MANY PENCILS

WILL I FIND

WILL I FIND

IN THIS CARTON?

IN THIS CARTON?

If a pupil's rhythm (see OBJECTIVES) is not correct when he echoes individually, model and have him echo again, phrase by phrase.

6. Use the three puppets to model.
Model: (1). Echo: ◌ (4), ⊙ (3).

1st P: YOU'LL FIND TWO PENCILS
IN THAT CARTON.

YOU'LL FIND TWO PENCILS
IN THAT CARTON.

YOU'LL FIND

TWO PENCILS

IN THAT CARTON.

YOU'LL FIND
TWO PENCILS
IN THAT CARTON.

2nd P: YOU'LL FIND FOUR PENCILS
IN THAT CARTON.

YOU'LL FIND FOUR PENCILS
IN THAT CARTON.

3rd P: YOU'LL FIND THREE
PENCILS IN THAT
CARTON.

YOU'LL FIND THREE PENCILS
IN THAT CARTON.

Open the carton and put the pencils on the table.

I FOUND THREE PENCILS.
HE WAS RIGHT.

7. Free Dialog. Put up the pictures for "cot," "pot," and "tot."

WHAT'S THAT?

A COT.

See note above (page 3)

Point to the third puppet.

Point to the picture of the cot.

Lesson 61

YES, THAT'S A COT.
AND THIS IS A TOT.
HE ISN'T A BABY ANY MORE
HE CAN WALK NOW.
HE'S A TOT.

WHAT'S THAT?

A FLOWER POT.

YES. IT'S A POT FOR
FLOWERS.
A POT.

Point to the picture of the tot.

Point to the picture of the pot.
Supply the answer if necessary.

Point to the pot.

8. Hold up the appropriate picture each time. Read from left to right.
Model: (1).

POT - TOT
TOT - COT
COT - POT
TOT - COT
COT - POT
POT - TOT

9. Give each picture (cot, pot, and tot) to a different pupil. Have those pupils stand in front, so the others can see them and the pictures. Have the pupil with the appropriate picture raise it whenever he hears the word. Change pupils frequently, so all have a turn.
Recognition: (5).

POT TOT COT TOT TOT POT COT
POT COT TOT ETC.

10. Repeat step 9, but this time have the pupils repeat the word after you.
Echo: (3), .

Lesson 61

Use the props or picture(s).

11. Sing the song below and have the pupils join you.

I KNOW A LITTLE CUPBOARD WITH A TENNY TINY KEY,
AND THERE'S A PAN OF PEACHES THERE FOR ME, ME, ME.

Recite the lyrics of the song and have the pupils repeat each line after you.

Test:

1. Discuss with the pupils the other good things (such as; candy, cake, cookies, etc.) that might be in the pan in the little cupboard. Let each say "The Cupboard" lyrics and substitute whatever he likes for "peaches."

2. Put the cartons with the pencils (keep the lid closed) on the table. Let each pupil select one, shake it for the others to hear, and then ask:

HOW MANY PENCILS WILL I FIND IN THIS CARTON?

After each pupil makes a guess, have the pupil with the carton open it and show the number of pencils inside. Keep score of the correct guesses, if you want to make it a game.

Level II

Lesson 62

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [p] before vowels, as in "pan" and "pin."

2. The learner will be able to ask <u>how many</u> questions like the following:

   How many balls will Mary get?

3. The learner will be able to respond to such questions with answers like the following:

   She'll get four balls.

4. New vocabulary: pan, pin.

B. Test: See pages 3 and 4.

II. MATERIALS

A. Two puppets, a paper sack, jacks and jack balls (several more jacks and balls than you think the largest pupil in your group can hold in his hand).

B. A picture of each of the following: a pan, a pin (safety pin), assorted pans (such as, frying, cake, cookie, muffin, etc.). The actual object may be used instead of a picture.

III. PROCEDURES

A. Pronunciation

1. Hold up the appropriate picture each time. Model: (3).

Teaching Points

a. The voiceless bilabial stop [p] before vowels.

b. <u>How many</u> questions about the direct object.

c. The future forms of verbs, e.g., "will get."

d. The responses to <u>how many</u> questions about the direct object.

e. "How many" followed by plural nouns.

PAN - PIN
PIN - PAN
PIN - PAN
PAN - PIN

2. Have each pupil raise his left hand when you say "pan" and his right one when you say "pin."
Recognition: (5).

PIN PAN PAN PIN PAN PIN PIN

3. Repeat step 2, but this time have the pupils repeat the words after you.
Echo: ◯(3), ⊙.

B. Presentation

1. Put the jacks in the sack. Show the pupils your hand as you say:

I HAVE A BIG HAND. HOW MANY JACKS WILL I GET?

Put your hand in the sack and take as many jacks as you can hold. Put them on the table. Have the pupils count them and then return them to the sack. You might ask, "How many jacks did I get?"

2. Use two puppets. Have Joe come up to see how many jacks he can take from the sack in one handful.
Model: (1). Echo ◯(3), ⊙.

1st P: HOW MANY JACKS
WILL JOE GET?

HOW MANY JACKS WILL
JOE GET?

2nd P: JOE WILL GET
SIX JACKS.

JOE WILL GET SIX JACKS.

Have Joe take a handful of jacks from the sack. Count them to see which pupil(s) guessed correctly and then return them to the sack.

3. Free Dialog. Let each pupil, one at a time, take the teacher's role and choose another pupil to see how many jacks he can take from the sack in one handful.

Jane chooses Joe.

Jane: HOW MANY JACKS WILL JOE GET?

Tom: HE'LL GET EIGHT JACKS.

Mary: NINE JACKS.

ETC.

Continue until everyone has had an opportunity to guess how many jacks Joe will get. Then have Joe take a handful, show them, count them, and return them to the sack. You might ask, "How many jacks did Joe get?" after counting. Keep a record of the correct guesses. Continue until everyone has had a turn to be the teacher.

Lesson 62

Have each pupil change the number to match his guess when he echoes individually.

Test:

1. Hold up the picture(s) of assorted pans. Encourage the pupils' expanded comments.

THESE ARE ALL PANS.

Likely Errors

a. Aspirated [pʰ] —> *Unaspirated [p] in "pan" and "pin.

WHICH IS A FRYING PAN?

1st L: THAT'S A FRYING PAN. MY MOTHER FRIES BACON IN HERS.

2nd L: MY MOTHER HAS ONE FOR PANCAKES.

3rd L: THAT'S A CAKE PAN. I ATE SOME CHOCOLATE CAKE YESTERDAY. IT WAS GOOD. I HAVE A PIECE FOR MY LUNCH.

ETC.

THIS IS A SAFETY PIN. WHAT DO YOU DO WITH PINS?

1st L: OUR BABY HAS PINS IN HIS DIAPER. THEY'RE BLUE.

ETC.

2. Substitute the balls for the jacks in the sack. Let each pupil, one at a time, choose another pupil to take a handful of balls. Before he does, each pupil will be asked to guess, e.g.,

Joe: HOW MANY BALLS WILL MARY GET?

Alice: SHE'LL GET SIX BALLS.

Tom: FOUR

ETC.

Keep score of the correct guesses to determine which individual wins the game.

b. How many balls will Mary get? → *How many ball will Mary get?

c. How many balls will Mary get? → *How many balls Mary get?

Lesson 63

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [t] before vowels, as in "Tock-tock," "Tick-tock," and "Tick-a-tick-a."

2. The learner will be able to ask questions like the following:

How many sisters does he have?

3. The learner will be able to respond to such questions with answers like the following:

He has two sisters. Two.

4. New vocabulary: Tock-tock, Tick-Tock, Tick-a-tick-a.

Any other new vocabulary will depend on the pictures you choose for the Presentation. Model and echo any new words that come up during the discussion of the pictures.

B. Test: See pages 4 and 5.

II. MATERIALS.

A. Two puppets.

B. Pictures for the Pronunciation section. One of each of the following: a steeple clock, a mantel clock, and a wrist watch.

Teaching Points

a. The voiceless alveolar stop [t] .

b. How many questions about the direct object.

c. The responses to such questions.

d. The present form of verbs like "have" in how many questions, such as, "does... have."

e. "How many" followed by plural nouns.

C. Pictures for the Presentation section. Two pictures, or series of pictures, for the Presentation and two for the Test. Use large illustrations that include many articles (or animals, etc.). It would be desirable to have pictures that are related to the school or community environment or the social studies units of the pupils. For example: a farm scene (farmer, animals, equipment, etc.), a school playgound scene (children, teachers, swings, slides, sand boxes, bars, jungle gyms, etc.), a zoo scene (zoo keeper, animals, etc.), and a home scene (family members, furniture, pets, toys, etc.).

D. Song: "Clocks and Watches" in Music in Our Town, California State Series, Teachers Book, pages 2-3.

XII. PROCEDURES

A. Pronunciation

1. Sing the song below:

   GREAT BIG STEEPLE CLOCKS GO "TOCK-TOCK, TOCK-TOCK;"
   AND THE LITTLE MANTEL CLOCKS GO "TICK-TOCK, TICK-TOCK, TICK-TOCK, TICK-TOCK;"
   AND THE LITTLE TINY WATCHES, TICKING THROUGH THE NIGHT AND DAY, GO "TICK-A-TICK-A, TICK-A-TICK-A, TICK-A-TICK-A-TICK."

   Hold up the picture of the steeple clock. Hold up the picture of the mantel clock. Hold up the picture of the watch.

2. Sing the song in step 1 and have the pupils join you.

3. Recite the lyrics of the song in step 1 and have the pupils repeat each line after you.

B. Presentation

1. Show the pupils the farm scene and encourage them to discuss the picture. For example:

WHAT'S THIS MAN?

1st L: HE'S A FARMER. HE HAS A BIG FARM. WHAT'S THAT?

Point to the farmer.

2nd L: IT'S A GOAT.

3rd L: NO, IT'S A SHEEP. SEE THE LITTLE LAMB WITH IT.

ETC.

2. Use the two puppets:
Model: (1).

1st P: HOW MANY COWS DOES THE FARMER HAVE?

2nd P: HE HAS THREE COWS.

3. Use the two puppets again.
Echo: ◯(3). ⊙.

1st P: HOW MANY CHICKENS DOES HE HAVE?

HOW MANY CHICKENS DOES HE HAVE?

2nd P: HE HAS EIGHT CHICKENS.

HE HAS EIGHT CHICKENS.

4. Have the pupils ask each other <u>how many</u> questions related to the farm scene.

5. Repeat steps 1 and 4 with another large picture, say the school playground scene.

Test:

1. Sing the "Clocks and Watches" song as many times as necessary, each time giving three pupils each an opportunity to hold up one of the pictures and say "Tock-tock...," "Tick-tock...," or Tick-a-Tick-a..." when appropriate.

2. Chain Dialog. Show the pupils one of the large picture scenes, say the home, not used in the Presentation. Encourage the pupils to talk about the picture and ask each other <u>how many</u> questions. Use a second picture for variety, particulary if you have a large group.

WHAT DO YOU SEE IN THE PICTURE?

1st L: THEY'RE WATCHING TV.

2nd L: NOT ALL OF THEM. THE MOTHER IS COOKING.

<u>Likely Errors</u>

a. Aspirated [t] → * Unaspirated [t] in "tick," "tock," "TV," "two," etc.

b. How many sisters does he have? → *How many sisters do he have?

c. How many sisters does he have? → *How many sisters does he has?

d. How many sisters does he have? → *How many sister does he have?

3rd L: THE DOG IS SLEEPING.

ETC.

Encourage <u>how many</u> questions by asking a few yourself.

HOW MANY CHILDREN
DOES SHE HAVE?

1st L: SHE HAS THREE.
HOW MANY SISTERS
DOES HE HAVE?

2nd L: HE HAS TWO SISTERS.
HOW MANY DOGS DO
THEY HAVE?

ETC.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [k] before vowels, as in "caught" and "catch."

2. The learner will be able to ask questions like the following:

   How many trucks did you see?

3. The learner will be able to respond to such questions with responses like the following:

I saw three trucks
I saw three.
Three trucks.
Three.

4. New vocabulary: kittens, puppies, kites, popsicles, monkeys, suckers.

B. Test: See page 5.

II. MATERIALS

A. A chart rack

B. Two chart-size pieces of tagboard.

C. Pictures to paste on the tagboard in set of like items. Adjust the number of sets you use on each chart to the size of your group. For example, First chart: five kittens in a basket, three puppies in a box, six kites, six popsicles, four monkeys in a cage, and seven suckers.

Lesson 64

Teaching Points

a. The voiceless velar stop [k].

b. How many questions about the direct object.

c. The past form of verbs in such questions, such as; "did see."

d. Full and short responses to such questions.

e. "How many" followed by plural nouns.

Lesson 64

Second chart: six shoes on a rack, eight balloons, seven tops, three trucks, five ducks in a pond, and four yo-yos.

D. One picture of each of the following: kittens, kites, a mosquito, a flea, and a minnow.

E. Song: "I Had a Little Turtle" in Music in Our Town, California State Series, Teacher's Book, page 12.

F. An appropriate illustration for the song, if possible.

III. PROCEDURES

A. Pronunciation

1. Free Dialog. Hold up the picture of the kittens.

WHAT ARE THESE?

KITTENS.

Supply the answer if necessary.

2. Model: (1). Echo: ◯ (3), ⊙ .

KITTENS.

KITTENS.

3. Encourage the pupils to talk about kittens. Limit this to one or two minutes.

4. Repeat steps 1, 2, 3, with "kites."

5. Sing the song below and have the pupils join you.

Use the illustration.

THERE WAS A LITTLE TURTLE WHO LIVED IN A BOX,
HE SWAM IN A PUDDLE, HE CLIMBED ON THE ROCKS.
HE SNAPPED AT A MOSQUITO, HE SNAPPED AT A FLEA,
HE SNAPPED AT A MINNOW, HE SNAPPED AT ME.
HE CAUGHT THE MOSQUITO, HE CAUGHT THE FLEA,
HE CAUGHT THE MINNOW, BUT HE DIDN'T CATCH ME.

6. Recite the lyrics of the song above and have the pupils repeat the last two lines (four classes) after you, one clause at a time. Hold up the appropriate pictures.
Echo: ◯ (2), ⊙.

HE CAUGHT THE MOSQUITO.

HE CAUGHT THE FLEA.

HE CAUGHT THE MINNOW

BUT HE DIDN'T CATCH ME.

HE CAUGHT THE MOSQUITO.

HE CAUGHT THE FLEA.

HE CAUGHT THE MINNOW.

BUT HE DIDN'T CATCH ME.

B. Presentation

1. Put the first chart on the chart rack. Have the pupils identify the sets they see on the chart. If necessary, model-echo the new vocabulary.

2. Show the picture with five kittens on the first chart. Flip the chart, so the sets have been removed from sight when the question is asked.
Model: (1), Echo: ◯ (2).

HOW MANY KITTENS DID YOU SEE?

WE SAW FIVE KITTENS.

HOW MANY KITTENS DID YOU SEE?

WE SAW FIVE KITTENS.

3. Chain Dialog.

HOW MANY KITTENS DID YOU SEE?

1st L: I SAW FOUR KITTENS.

1st L: HOW MANY KITTENS DID YOU SEE?

2nd L: FIVE. HOW MANY KITTENS DID YOU SEE?

3rd L: FOUR KITTENS. HOW MANY KITTENS DID YOU SEE?

ETC.

When all have participated, flip the chart back so the group may check who remembered correctly.

4. Free Dialog. Flip the chart so the sets are again hidden. Have each pupil, one at a time, ask the others how many each saw of one of the sets on the chart. One of the children asks the questions. For example:

1st L: HOW MANY KITES DID YOU SEE?

2nd L: I SAW FOUR KITES.

1st L: HOW MANY KITES DID YOU SEE?

3rd L: FIVE.

ETC.

When all have had a turn, flip the chart so the group may recount the kites and see who remembered. Continue until each pupil has asked each of the others a <u>how many</u> question about a different set. Keep score if you want to emphasize the game aspect.

Test:

1. Have four pupils stand up. Give the first three one of the pictures (mosquito, flea, minnow). Recite the "I Had a Little Turtle" poem, but let each of the four pupils recite the appropriate line in the last stanza.

(Holding up the picture of the mosquito)
1st L: HE CAUGHT THE MOSQUITO.

(Holding up the picture of the flea)
2nd L: HE CAUGHT THE FLEA.

(Holding up the picture of the minnow)
3rd L: HE CAUGHT THE MINNOW.

(Pointing to himself and shaking his head NO)
4th L: BUT HE DIDN'T CATCH ME.

Repeat this until everyone has had a turn saying one of the lines.

2. Put the second chart on the chart rack. Encourage the pupils to talk about the sets they see on the chart. Flip the chart and have each pupil ask another pupil a <u>how many</u> question. For example:

Joe: HOW MANY TRUCKS DID YOU SEE?
Jane: I SAW THREE. HOW MANY YO-YOS DID YOU SEE?
Joe: I SAW FOUR.
ETC.

Likely Errors

a. Aspirated [k] ⟶ *Unaspirated [k].

b. How many trucks did you see? ⟶ *How many trucks did you saw?

c. I saw three trucks. ⟶ *I see three trucks. (In response to the question in <u>b</u>.)

d. How many trucks did you see? ⟶ *How many truck did you see?

Level II

Lesson 65

I. OBJECTIVES

A. Content

1. The learner will become familiar with how many questions like those in lessons 62-64.

2. The learner will become familiar with responses to such questions like those in lessons 62-64.

3. New vocabulary: steps

B. No Test.

II. MATERIALS

A. One small paper sack for each pupil.

B. Things for the hunt (see step 3) that the children may keep. Choose one from the suggestions below. If none of the below seems suitable, substitute something appropriate that will appeal to the pupils. There should be several for each pupil. Have some extras, in case some pupils don't find any. For example: pieces of wrapped candy, baseball cards, and marbles.

III. PROCEDURE

Presentation

1. Free Dialog. Draw a chalk line on the floor to designate a starting point. Stand at the chalk line.

Teaching Points

a. How many questions about the direct object.

b. The present form, the past form and the future form of verbs in such questions, e.g., (respectively):

(1) "does" + "have."
(2) "did" + "take."
(3) "will" + "take."

c. Responses to such questions.

I'M GOING TO WALK TO
THE DOOR. I CAN TAKE
BIG STEPS. HOW MANY
STEPS WILL I TAKE?
LET'S SEE.

HOW MANY STEPS DID I
TAKE?

1st L: YOU TOOK SIX.

2nd L: NO, IT WAS SEVEN
STEPS.

THAT'S RIGHT. I TOOK
SEVEN STEPS.

2. Free Dialog. Have a volunteer walk, taking big steps, to the door.

WHO WANTS TO DO IT?
ALL RIGHT, JOE.
HOW MANY STEPS WILL
JOE TAKE?

1st L: HE'LL TAKE TEN.

2nd L: HE'LL TAKE NINE.

ETC.

HOW MANY STEPS DID HE
TAKE?

Jane: HE TOOK TWELVE.

THAT'S RIGHT.

Repeat until each pupil has had a turn. Let a different pupil take the teacher's role each time.

Lesson 65

Demonstrate what a step is if the pupils don't know.
Walk to the door. Count your steps silently.

Have each pupil say how many steps he thinks Joe will take. Then have each pupil count silently while Joe walks to the door.

3. Chain Dialog. Have the pupils close their eyes while you put things, say marbles, in visible and semi-visible spots around the room. Give each pupil a sack and have them hunt for the marbles. Have them keep their sacks closed when they come back to their seats.

HOW MANY MARBLES DO YOU HAVE?

(Taking his marbles out of his sack.)

1st L: I HAVE FOUR. HOW MANY DO YOU HAVE?

2nd L: SIX. HOW MANY DO YOU HAVE?

ETC.

INTRODUCTION:

If you feel that your pupils do not need this lesson, test them with step 8. If you are satisfied with their performance, proceed with lesson 67.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [s] as a plural ending after [p], [t], and [k], as in "tops," "cats," and "jacks."

2. The learner will become familiar with the rhythm of yes-no questions, as in:

Are there three tops/ in the sack?

Or:

Are there three tops/ in the sack?

B. No Test.

Teaching Points

a. The voiceless alveolar fricative [s] as a plural ending after a voiceless stop:
(1) the bilabial [p];
(2) the alveolar [t];
(3) the velar [k].

b. The rhythm of yes-no questions with "there" as a dummy subject.

c. Neither of these teaching points requires a test. The latter is an extension of rhythm patterns already learned, and the former makes a generalization about English pronunciation which is not likely to produce errors. They are included in the course to give your pupils a feel for the system of English.

II. MATERIALS

A. Large paper sacks, identical in size and color. Have one for each pupil and one for demonstration.

B. Books of similar size, shape, and weight. Put one book in the first bag, two books in the second bag, and so on - up to six. You may duplicate numbers if necessary, such as, have three books in two different bags.

C. Sets of objects, for example: two pipes, two toy mats, eight tiny hats, five tops, and seven jacks. If you make substitutions for these sets of objects, be sure to select things that will provide ks, ps, and ts endings.

D. A puppet

III. PROCEDURE

Pronunciation

1. Put the paper sacks with the books on a table. Leave the sacks open so each pupil may look inside and lift the sacks to feel the weight of the books. Close the sacks and have the pupils close their eyes while you scramble the sacks on the table. Take a puppet and ask the puppet to lift a sack, say the one with four books. Use a puppet to model and echo the guess.
Model: (3). Echo: ◯ (3), ⊙.

Puppet: ARE THERE THREE
BOOKS IN [THE / THIS] SACK?

ARE THERE THREE
BOOKS IN THIS SACK?

If a pupil's rhythm (see OBJECTIVES) is not correct when he echoes individually, model and have him echo again. Sentence

Teacher: NO, THERE AREN'T.

2. Model. Echo: ◯ (3).

ARE THERE

ARE THERE FOUR BOOKS

ARE THERE FOUR BOOKS IN THE SACK?

YES, THERE ARE.

ARE THERE

ARE THERE FOUR BOOKS

ARE THERE FOUR BOOKS IN THE SACK?

accent (the point of pitch rise) will likely be on the word "three," since this is the crucial information point in the question.

"Four" is emphasized for contrast with "three" in the preceding guess.

3. Free Dialog. Choose a different sack and let each pupil, one at a time, lift it and then make a guess about how many books are in it. Continue with the same sack until someone guesses correctly. Have that pupil select another closed sack and continue in this manner until everyone has had two or three turns to guess. Whenever necessary model the correct rhythm for the pupil and have him echo.

1st L: ARE THERE FOUR BOOKS IN THE SACK?

NO, THERE AREN'T.

2nd L: ARE THERE TWO BOOKS IN THE SACK?

NO, THERE AREN'T.

3rd L: ARE THERE THREE BOOKS IN THE SACK?

YES, THERE ARE.

Show the pupils the books in the sack.

The pupil lifts the sack and then guesses.

Lesson 66

4. Free Dialog. This activity introduces step 5. Remove the books from the sacks and have the pupils watch you put a different set of objects (two to a set) in each sack. Then move the sacks around rapidly so the children will no longer know which objects are in which sack. Tell the pupils:

Use the hats, jacks, pipes, mats, books, and tops.

EACH SACK HAS SOMETHING DIFFERENT IN IT.
THERE ARE TWO THINGS IN EACH SACK.
(Speaking to the puppet:)
(YOU) GUESS.

Have the puppet pretend to feel, from the outside, what is in the sack.

5. Use the puppet to model and echo the guess.
Model: (3). Echo: ◯(3), ◎.

Puppet: ARE THERE TWO HATS IN THIS SACK?

Emphasize "hats."

ARE THERE TWO HATS IN THIS SACK?

If a student's rhythm is not correct when he echoes individually, model and have him echo again

Teacher: YES, THERE ARE.

6. Echo: ◯ (3)

ARE THERE

ARE THERE

"Hats" is emphasized in order to contrast with the other objects which might be in the sack.

ARE THERE TWO HATS

ARE THERE TWO HATS

ARE THERE TWO HATS IN THIS SACK?

ARE THERE TWO HATS IN THIS SACK?

Show the pupils the hats in the sack.

YES, THERE ARE.

7. Repeat step 3, but with the sacks containing different sets of objects. Have the pupils feel the objects through the sacks instead of lifting the sacks. The emphasis will be on the names of the objects, such as, "Are there four books in the sack?"

8. Free Dialog. Have the pupils close their eyes while you put the tiny hats in one sack, the tops in another, and the jacks in another. Shake the sack containing the tops. Ask each pupil to guess how many tops there are in the sack until someone guesses correctly. Then continue with one of the other sacks. For example:

GUESS HOW MANY TOPS
THERE ARE IN THE SACK.

1st L: ARE THERE THREE TOPS IN THE SACK?

NO, THERE AREN'T.

2nd L: ARE THERE SIX TOPS IN THE SACK?

NO, THERE AREN'T.

3rd L: ARE THERE FIVE TOPS IN THE SACK?

YES, THERE ARE.

Continue with the sack with the hats, then with the sack with the jacks. Have the pupils take the role of the teacher as soon as they are able.

Level II

Lesson 67

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [z] as a plural ending after [b], as in "cubes."

2. The learner will be able to pronounce [s] as a plural ending after [p], as in "tops."

3. The learner will be able to ask <u>yes-no</u> questions like the following:

   Are there pebbles in the carton?
   Are there jelly beans in the carton?

4. The learner will be able to respond to such questions with answers like the following:

   Yes, there are.
   No, there aren't.

5. New vocabulary: pebbles, lima beans, cubes.

B. Test: See page 4.

II. MATERIALS

A. Pictures of the following: a girl with a dog; a birthday party with boys, girls and a cake with candles; and a large poster of a circus scene or parade showing circus animals, such as, three lions, four elephants, eight horses, and two dogs.

B. Ice cream cartons (heavy white paper, pint size, round, opaque). Use those from lesson 61. One for each pupil and yourself.

<u>Teaching Points</u>

a. The (regular) plural ending after bilabial stops:

   (1) the <u>voiced</u> alveolar fricative [z] after the <u>voiced</u> stop [b];
   (2) the <u>voiceless</u> alveolar fricative [s] after the <u>voiceless</u> stop [p].

b. <u>Yes-no</u> questions with "there" as a dummy subject with three different tenses:
   (1) Present: "are" (rather than "is" to elicit the plural forms indicated in a above).
   (2) Past: "were" (rather than "was").
   (3) Future: "will be" (with "be" following "there").

c. Responses to such questions.

C. Objects to put in the cartons: marbles, jacks, dried lima beans, pebbles, and nails.

D. Empty boxes that once held: crackers, shoes, a hat, candy, strawberries, detergent or soap; or others familiar to the pupils.

III. PROCEDURES

A. Pronunciation

1. Recite the couplet below.

BABS HAS A DOG WHOSE NAME IS TOPS.
BABS AND TOPS LIKE LOLLIPOPS.

Repeat, but have the pupils repeat each sentence after you.

2. Let volunteers recite the couplet.

Show the picture of the girl with the dog. Identify the girl as "Babs" and the dog as "Tops." Be sure the pupils know what a lollipop is.

B. Presentation

1. Look at the picture of the birthday party, but keep the front of the picture hidden from the pupils.

THIS IS A PICTURE OF A BIRTHDAY PARTY.
GUESS HOW MANY BOYS THERE ARE AT THE PARTY.

1st L: ARE THERE FOUR BOYS AT THE PARTY?

NO, THERE AREN'T.

2nd L: ARE THERE FIVE BOYS AT THE PARTY?

NO, THERE AREN'T.

3rd L: ARE THERE THREE BOYS AT THE PARTY?

Model with a puppet if necessary.

YES, THERE ARE.

2. Repeat step 1 with: "Guess how many girls there are at the party."

3. Repeat step 1 with: "Guess how many candles there are on the birthday cake." After someone guesses correctly, show the pupils the picture. Encourage the students to ask questions and discuss their own birthday party experiences. Ask them about Mexican birthday parties (or Japanese, Dutch, etc., if appropriate).

4. Free Dialog. Put the empty boxes on the table. Show the pupils that the boxes are now empty. Pick up one of the empty boxes, say the shoe box.

GUESS WHAT THERE
WAS IN THIS BOX?

Jane: WERE THERE KITTENS?

NO, THERE WEREN'T

Tom: WERE THERE SHOES?

YES, THERE WERE.

Let Tom choose one of the empty boxes and take the role of teacher. Continue in this manner until everyone has had a turn at both roles.

5. Look at the circus scene illustration, but keep it hidden from the pupils.

THIS PICTURE SAYS THAT A CIRCUS IS COMING TO THE CITY. THERE ARE SOME CIRCUS LIONS. GUESS HOW MANY THERE WILL BE AT THE CIRCUS.

1st L: WILL THERE BE ONE LION?

If that number is appropriate for your picture.

NO, THERE WON'T.

2nd L: WILL THERE BE THREE LIONS?

YES, THERE WILL.

Let different pupils take the teacher's role and repeat for the other circus animals in the illustration.

Test:

Put the identical white cartons on the table. Take off the lids and let the pupils watch while you put a set of the same things (marbles, jacks, tops, pebbles, lima beans, and nails) in different cartons. Model and echo "pebbles," "cubes," and "lima beans" if the pupils do not know the new vocabulary. Have the pupils close their eyes while you scramble the cartons on the table. Take one of the cartons, say the one containing tops, and look to see what is inside. Then replace the lid and shake the cartor. For example:

JOE, GUESS WHAT THERE IS IN THIS CARTON?

Joe: ARE THERE PEBBLES IN THAT CARTON?

NO, THERE AREN'T. YOU GUESS, MARY.

Mary: ARE THERE TOPS IN THAT CARTON?

YES, THERE ARE.

Let Mary select one of the cartons and take the teacher's role. Continue in this manner until everyone has had a turn at both roles.

Likely Errors

a. [z] ⟶ *[s] for the plural ending after [b] , as in "cubes" [kyuwbz] . Also in marbles," "pebbles" and "nails" (after [l]), and in "beans" (after [n]).

b. Are there cubes in the carton? ⟶ *Are cubes in the carton? ⟶ *There are cubes in the carton?

c. Yes, there are. ⟶ *Yes, there is. (in response to a question like the one in b above.)

d. Yes, there were. ⟶ *Yes there are. (In response to a question like: "Were there nails in the carton?")

Level II

Lesson 68

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [z] as a plural ending after [d] , as in "beads."

2. The learner will be able to pronounce [s] as a plural ending after [t] , as in "beets."

3. The learner will be able to ask <u>how many</u> questions like the following:

> How many beads are there in this carton?
> How many beads were there in this carton?
> How many flower pots will there be in the pocket chart?

4. The learner will be able to respond to such questions with answers like the following:

> There are four beads in the carton.
> Four beads.

> There were three beads in that carton.
> Three beads.

> There will be five flower pots in the pocket chart.
> Five flower pots.

B. Test: see page 7.

II. MATERIALS

A. A bunch of beets or pictures of beets.

B. Ice cream cartons, those from lessons 61 and 67.

Teaching Points

a. The (regular) plural ending after alveolar stops:
   (1) the <u>voiced</u> alveolar fricative [z] after the <u>voiced</u> stop [d] ;
   (2) the <u>voiceless</u> alveolar fricative [s] after the <u>voiceless</u> stop [t] .

b. <u>How many</u> questions with "there" as the dummy subject with three different tenses:
   (1) Present: "are."
   (2) Past: "were."
   (3) Future: "will be."

c. Responses to such questions: containing a number to replace "how many" (in a different position in the sentence).

C. A string of beads and enough single beads to put several in each carton.

D. Pictures of the following: nine Halloween party hats (five black and four orange) in a row, and three Halloween party cakes (two chocolate and one orange) in a row.

E. Cutouts of the following to use in the pocket chart: three cats, five beads, four beets, three beds, six rats, two lids, two flower pots, six seeds. Do not substitute vocabulary. You may substitute number.

F. A pocket chart.

G. A puppet.

III. PROCEDURE

A. Pronunciation

1. Introduce the new vocabulary. For example:

WHAT ARE THESE?

Hold up the beets.

1st L: THEY'RE BEETS.

Supply the answer if necessary.

2nd L: MY MOTHER COOKS BEETS. SHE GETS THEM AT THE STORE.

Encourage comments.

3rd L: WE GROW BEETS IN OUR BACK YARD. I DON'T LIKE THEM, BUT MY BROTHER DOES.

ETC.

Lesson 68

Put the beets on the table and point to them.

Hold up the beads.

Encourage comments.

THOSE ARE BEETS.

THESE ARE BEADS.

1st L: THEY'RE PRETTY. MY MOTHER HAS SOME ORANGE BEADS.

2nd L: WHERE DID YOU GET THE BEADS?

I BOUGHT THEM AT A STORE DOWNTOWN.

3rd L: I WANT SOME BEADS FOR CHRISTMAS.

2. Point to the appropriate object or picture each time. Go down the first column first.
Model: (1).

BEADS	BEETS
BEETS	BEADS
BEADS	BEETS
BEADS	BEETS
BEETS	BEADS

3. Give the beads and beets to two different pupils. Have those pupils stand in front, so the others can see them and what they're holding. Have the pupil with the appropriate object raise it whenever he hears the word. Change pupils frequently, so all have a turn.
Recognition: (3)

BEADS BEETS BEADS BEETS BEETS BEADS

BEETS BEADS

4. Repeat step 3, but this time have the pupils repeat the word after you.
Echo: ◯ (2), ⊙ .

B. Presentation

1. Use a puppet. Show the picture of nine party hats.
Model: (1).

JOE IS GOING TO HAVE A HALLOWEEN PARTY.
HE GOT SOME HATS FOR THE PARTY. HOW MANY
CHILDREN WILL THERE BE AT THE PARTY?

Puppet: ONE, TWO, THREE, FOUR, FIVE,
SIX, SEVEN, EIGHT, NINE.
THERE'LL BE NINE CHILDREN AT THE PARTY.

2. Model: (1). Echo: ◯ (3), ⊙ .

HOW MANY CHILDREN WILL
THERE BE AT THE PARTY?

HOW MANY CHILDREN WILL THERE
BE AT THE PARTY?

Puppet: THERE'LL BE
NINE CHILDREN
AT THE PARTY.

THERE'LL BE NINE CHILDREN
AT THE PARTY.

3. Free Dialog. Show the picture of nine party hats again.

JOE GOT BLACK HATS FOR THE BOYS AND
ORANGE HATS FOR THE GIRLS. JACK,
ASK ALICE, "HOW MANY GIRLS WILL
THERE BE AT THE PARTY?"

Jack: HOW MANY GIRLS WILL THERE BE AT THE PARTY?

Alice: THERE'LL BE FOUR GIRLS AT THE PARTY.

ALICE, ASK JACK, "HOW MANY BOYS WILL THERE BE AT THE PARTY?"

Alice: HOW MANY BOYS WILL THERE BE AT THE PARTY?

Jack: THERE'LL BE FIVE BOYS AT THE PARTY.

JOE'S MOTHER MADE SOME CAKES FOR THE HALLOWEEN PARTY.

Show the picture of the three cakes.

JANE, ASK TOM, "HOW MANY CAKES WILL THERE BE ON THE TABLE?"

Jane: HOW MANY CAKES WILL THERE BE ON THE TABLE?

Tom: THERE'LL BE THREE CAKES ON THE TABLE.

TOM, ASK MARY, "HOW MANY CHOCOLATE CAKES WILL THERE BE ON THE TABLE?"

Tom: HOW MANY CHOCOLATE CAKES WILL THERE BE ON THE TABLE?

Mary: THERE'LL BE TWO CHOCOLATE CAKES.

MARY, ASK DICK, "HOW MANY ORANGE CAKES WILL THERE BE ON THE TABLE?"

Mary: HOW MANY ORANGE CAKES WILL THERE BE ON THE TABLE?

Dick: THERE'LL BE ONE ORANGE CAKE.

4. Free Dialog. Put several beads (2-6) in each ice cream carton. Scramble the cartons and let each pupil choose one, open it, and ask another pupil:

1st L: HOW MANY BEADS ARE THERE IN THIS CARTON?

Model if necessary.

2nd L:

THERE ARE THREE BEADS IN THE CARTON.
THREE BEADS.
THREE.

5. Free Dialog. Replace the lids on the cartons and scramble them. Let each pupil choose one, remove the beads, and then show them to another pupil, asking:

1st L: HOW MANY BEADS WERE THERE IN THIS CARTON?

Model if necessary.

2nd L:

THERE WERE SIX BEADS IN THE CARTON.
SIX BEADS.
SIX.

Test:

1. Put the cutouts in the pocket chart. Let each pupil point to a different cutout and ask a question. Model once if necessary to demonstrate

   1st L: HOW MANY BEADS ARE THERE IN THE POCKET CHART?

   2nd L: FIVE BEADS. / FIVE.

2. Memory game: Put the cutouts, picture down, on a table by the pocket chart. Let each pupil choose one cutout, keeping the picture-side hidden, and ask a question. Model once to demonstrate.

   1st L: HOW MANY SEEDS WERE THERE IN THE CHART?

   2nd L: THERE WERE SIX SEEDS. / SIX.

3. Memory game: Put the same cutouts, picture down, on a table by the pocket chart. Let each pupil choose one cutout, keeping the picture-side hidden, and ask a question. Model once to demonstrate.

   1st L: I'M GOING TO PUT ALL THE BEETS IN THE POCKET CHART. HOW MANY BEETS WILL THERE BE IN THE CHART?

   2nd L: FOUR.

Likely Errors

a. [z] → *[s] for the plural ending after [d], as in "beads," "seeds," "beds," and "lids."

b. How many seeds were there in the chart? → *How many seeds there were in the chart? (But do not correct: How many seeds were in the chart?)

c. There were six seeds. → *There are six seeds. (In response to the question in b.)

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [z] as a plural ending after [g], as in "dogs."

2. The learner will be able to pronounce [s] as a plural ending after [k], as in "ducks."

3. The learner will be able to ask how much questions like the following:

How much sugar is there in the cup?
How much orange juice is there in the glass?

4. The learner will be able to respond to such questions with answers which include "a lot of" and "a little," for example:

There's [a lot of / a little] water in the glass.

5. New vocabulary: clay, paint, tomato juice, flour.

B. Test: See page 5.

II. MATERIALS

A. A picture of a group of ducks and another of a group of dogs.

B. Water glasses (transparent), a different tint for each pupil.

C. Pictures, mounted on tag board, of containers, some completely filled, others with a small amount in the bottom. For example: a measuring cup of sugar, a measuring cup of flour, a glass of orange juice, a glass of tomato juice, a glass of milk, a

Lesson 69

Teaching Points

a. The (regular) plural ending after velar stops:
(1) the voiced alveolar fricative [z] after the voiced stop [g].
(2) the voiceless alveolar fricative [s] after the voiceless stop [k].

b. How much questions with "there" as the dummy subject.

c. Responses to such questions containing "a lot" or "a little___" or "a lot of __" or "a little ___."

a glass of water, and a jar of paint.

D. Two puppets

III. PROCEDURE

A. Pronunciation

1. Show the picture of the ducks.

WHAT ARE THESE?

DUCKS.

2. Model: (1). Echo: (3), .

DUCKS

DUCKS

3. Show the picture of the dogs.

WHAT ARE THESE?

DOGS.

4. Model: (1). Echo: (3), .

DOGS

DOGS

5. Free Dialog. Encourage as much free communication as possible. Continue until the children have asked all the questions they want. Don't discourage any comments they may have about dogs and ducks in general, but guide the questions back each time to the pictures, so the pupils have sufficient opportunity to pronounce the two words.

I KNOW A LOT OF THINGS ABOUT THESE DUCKS AND DOGS. ASK ME SOME QUESTIONS ABOUT THEM.

WHAT DO THE DOGS EAT?

THEY LIKE TO EAT
HAMBURGER.

PROBABLY.

THESE DOGS HAVE A BIG
DOGHOUSE IN A LITTLE
BOY'S BACK YARD.

RIGHT HERE IN OUR TOWN.

NO, THEY LIVE ON
A FARM.

SOMETIMES.

DO THE DOGS EAT BEANS?

WHERE DO THE DOGS LIVE?

WHAT TOWN DO THE DOGS
LIVE IN?

DO THE DUCKS LIVE HERE, TOO?

DO THE DUCKS SWIM?

DUCKS LIKE WATER.

6. Recite the poem below.

THIS IS A POEM ABOUT TWO DOGS.
LISTEN TO FIND OUT WHAT HAPPENS TO THEM.

TRIX AND PIX WERE TWO LITTLE DOGS.
THEY WENT TO SAIL ON SOME FLOATING LOGS.
THE LOGS ROLLED OVER. THE DOGS ROLLED IN,
AND THEY FELL ON THEIR BACKS,--
WET UP TO THEIR CHIN.

Recite the poem again and have the pupils repeat each line after you.

If the children do not understand the poem, make a simple drawing on the chalkboard to illustrate it.

B. Presentation

1. Model. Arrange the colored glasses in a row on the table. Put a little water in some. Fill the others almost full. Don't confuse the children by filling

Lesson 69

some half full. Model the dialog below with two puppets.

1st P: HOW MUCH WATER IS THERE IN THE BLUE GLASS?

2nd P: THERE'S A LOT OF WATER IN THE BLUE GLASS.

1st P: HOW MUCH WATER IS THERE IN THE YELLOW GLASS?

2nd P: THERE'S JUST A LITTLE WATER IN THE YELLOW GLASS.

Be sure the glass is almost full. Have the puppet point to the blue glass.

Be sure there is only a little water in the glass: about 1/10 full.

2. Model and echo the dialog in step 1.
Model: (1). Echo: (2).

3. Chain Dialog. Have each pupil, one at a time, ask another pupil about a different glass. Model once to demonstrate.

1st L: HOW MUCH WATER IS THERE IN THE GREEN GLASS?

2nd L: THERE'S A LOT OF WATER IN THE GREEN GLASS.

HOW MUCH WATER IS THERE IN THE YELLOW GLASS?

ETC.

4. Point to each glass and say either "a lot" or "a little," whichever is appropriate in each case.
Model: (1). Echo: (1).
A LOT

A LOT

A LITTLE

A LITTLE

A LOT

ETC.

A LITTLE

A LITTLE

A LOT

Test:

1. Put the pictures, picture-side away from the pupils, on a table or on the chalk rail. Let each pupil choose one, look at it, but keep the picture hidden. Have another pupil participate in the dialog. Model once.

   TAKE A PICTURE, JOE.

   MARY, ASK JOE, "WHAT DO YOU HAVE?"

   Mary: WHAT DO YOU HAVE?

   Whisper "CUP OF SUGAR" to Joe if he needs help.

   Joe: I HAVE A CUP OF SUGAR.

   Mary: HOW MUCH SUGAR IS THERE IN THE CUP?

   Joe: THERE'S JUST A LITTLE SUGAR IN THE CUP.

2. Chain Dialog. Put up the pictures of the dogs and the ducks. Accept short answers, but encourage comments.

   DO YOU LIKE DOGS OR DUCKS?

   1st L: I LIKE DOGS. DO YOU LIKE DUCKS OR DOGS?

   2nd L: DUCKS. THERE'RE PRETTY. DO YOU LIKE DOGS OR DUCKS?

   ETC.

Likely Errors

a. How much sugar is there in the cup? ⟶ *How much sugar there is in the cup? ~ *How much sugar are there...

b. How much sugar. . . ⟶ *How much sugars. . . ~ *How many sugars are there...

c. A lot of sugar. ⟶ *A lot sugar.

d. [z] ⟶ *[s] in "dogs."

Level II

Lesson 70

I. OBJECTIVES

A. Content

1. The learner will become familiar with yes-no, how much, and how many questions like those in lessons 67, 68, and 69.

2. The learner will become familiar with responses to such questions like those in lessons 67, 68, and 69.

B. No Test.

II. MATERIALS

A. Ice cream cartons (heavy white paper, pint-size, round, opaque). The same cartons used in lessons 61, 67, and 68.

B. Objects to put in the cartons. Select from those suggested in lesson 67.

C. Enough small pieces of wrapped candy to put several (1 to 8) in each carton.

D. Pictures, mounted on tag board, of containers filled or only slightly filled. Use the pictures from lesson 69.

Teaching Points

a. Three types of questions with "there" as a dummy subject:
(1) yes-no questions;
(2) how much questions;
(3) how many questions.

b. The responses to such questions, with particular attention to the uses of "a little" and "a lot (of)" in response to how much questions.

III. PROCEDURE

1. Free Dialog. Put the cartons, each containing something different, on the table. Explain to the pupils that each carton has something different. Have each pupil, one at a time, take one carton and look in it, then put the lid on and shake the carton. Then, he begins a dialog like the following:

1st L: WHAT'S IN THIS CARTON?

2nd L: ARE THERE LIMA BEANS IN THE CARTON?

1st L: NO.

3rd L: ARE THERE MARBLES IN THE CARTON?

1st L: YES, THERE ARE.

ETC.

Have each pupil make one guess (in the form of a question, preferably) until someone guesses correctly.

2. Free Dialog. Put the ice cream cartons, each filled with different number (1 to 8) of pieces of wrapped candy, on the table. Have each pupil, one at a time, select a different carton, look inside, and then ask, for example:

1st L: HOW MANY PIECES OF CANDY ARE THERE IN THIS CARTON?

2nd L: ARE THERE FOUR PIECES OF CANDY IN THE CARTON?

1st L: NO.

After looking in the carton and before asking the questions, 1st L replaces the lid and shakes the carton for everyone to hear.

3rd L: ARE THERE TWO PIECES OF CANDY?

1st L: NO, THERE AREN'T.

4th L: ARE THERE THREE?

1st L: YES, THERE ARE.

He opens the carton and shows the pieces of candy.

3. Put the pictures, picture-side hidden from pupils, on a table or on the chalk rail. Have each pupil, one at a time, select a picture, look at it without showing anyone else, and initate a dialog like the one below. Demonstrate the activity by participating in the first dialog. Sample dialog:

1st L: I HAVE A CUP.

He continues to keep the picture-side hidden.

2nd L: WHAT'S IN IT?

1st L: GUESS.

2nd L: IS THERE SUGAR IN THE CUP?

1st L: NO, THERE ISN'T

2nd L: IS THERE FLOUR?

1st L: YES, THERE IS.

2nd L: HOW MUCH FLOUR IS THERE IN THE CUP?

Prompt questions like this one. "Ask how much flour there is in the cup."

1st L: JUST A LITTLE.

4. Repeat step 3, but use the cartons with different numbers of different objects (such as, two nails, three marbles, etc.) as well as the pictures. Let each student choose either a picture or a carton. Be sure that the students are using the how many and how much questions appropriately. Also, be sure that they are using the singular form (such as, "Is there sugar in the cup?") for mass nouns and plural form (such as, "Are there beads in the carton?") for plural count nouns.

I. OBJECTIVES

A. Content

1. The learner will be able to produce the rhythm of yes-no questions with an adjective complement, as in:

Did you color/the picture/green?

2. The learner will be able to pronounce [s] and [z], as in "Sue" and "zoo," in "bus" and "buzz," and in "racer" and "razor."

B. Test: See page 4.

II. MATERIALS

A. Pictures of the following: animals (zebra, bear, monkeys, elephants, lions, etc.), a girl, a razor, a racer, a bus, and bees

B. Picture of a zoo with several different animals

C. Crayons and paper.

III. PROCEDURES

1. Hold up the appropriate picture, either the picture of the girl or of animals at the zoo.
Model: (3).

SUE - ZOO
SUE - ZOO
ZOO - SUE

Lesson 71

Teaching Points

a. The intonation pattern of yes-no questions.

b. Breaking the sentence into phrases corresponding to grammatical functions, in particular, the adjective complement.

c. The voiceless alveolar fricative [s] and the voiced alveolar fricative [z]:
(1) initially (before a vowel),
(2) finally (after a vowel),
(3) medially (between vowels).

2. Put the pictures at opposite ends of the table. As you pronounce each word have the pupils point to the appropriate picture.
Recognition: (5).

SUE - ZOO - ZOO - SUE - ZOO - SUE - SUE

3. Repeat step 2, but this time have the pupils repeat each word after you.
Echo: ◯ (3), ⊙ .

4. Repeat steps 1, 2, and 3, using the words "bus" and "buzz."

Hold up the picture of bees when you say "buzz." Tell the class that bees make a buzzing noise.

5. Repeat steps 1, 2, and 3, using the words "racer" and "razor."

6. The children are to echo line-by-line.
Model: (3). Echo: ◯ (3), ⊙ .

SHE PUT ON A NEW DRESS,
AND SHE WENT TO THE ZOO.

SUE PUT ON A NEW DRESS, AND
SHE WENT TO THE ZOO.

Hold up the picture of a girl and the animals as you mention them.

SHE SAW ZEBRAS AND BEARS
AND MONKEYS, TOO.

SHE SAW ZEBRAS AND BEARS
AND MONKEYS, TOO.

SHE WAS PASSING THE FENCE
WHERE THE LIONS WERE PACING,

SHE WAS PASSING THE FENCE
WHERE THE LIONS WERE PACING,

Illustrate pacing by walking back and forth, your arms simulating a lion's front legs.

WHEN ONE OF THEM ROARED,
AND SUE WENT RACING.

WHEN ONE OF THEM ROARED,
AND SUE WENT RACING.

7. Draw a lion on the blackboard. Color it brown (or whatever color you prefer)
Echo: ◯ (3), ⊙.

THIS IS A LION.

THIS IS A LION

I COLORED IT BROWN.

I COLORED IT BROWN.

8. Give each pupil a sheet of paper and some crayons. Show them the picture of the zoo. Let them quickly draw and color a picture of some animal at the zoo. Go around and offer any help they need. Encourage the pupils to speak freely in English while they are coloring their pictures.

This activity leads right into the test.

Test:

Each pupil will stand up and tell about his picture. It may sound like this:

SUE SAW SOME ELEPHANTS AT THE ZOO.
THEY WERE LOOKING OVER A FENCE.
THEY WERE SWINGING THEIR TRUNKS
BACK AND FORTH. JOE, DID YOU
COLOR YOUR BEARS BROWN?

Joe: YES, I DID. SUE SAW THESE BEARS AT THE ZOO. THEY STOOD ON THEIR BACK LEGS WHILE SHE WAS PASSING BY. THEY CLAPPED THEIR HANDS. THEY LIKED PEANUTS. TOM, DID YOU COLOR THE ZEBRAS BLACK AND WHITE?

Tom: YES, I DID. THE ZEBRAS LOOKED LIKE HORSES. TWO OF THEM WERE RACING AROUND. SUE SAW THEM AT THE ZOO. MARY, DID YOU COLOR THE MONKEYS BLACK?

ETC.

Give help by modeling sentences when necessary.

Likely Errors

a. Did you color/the picture/ green? ⟶ *Did you/color the/picture green?

b. [z] ⟶ *[s] in "zoo," "buzz," and "razor."

c. [s] ⟶ *[es] in "Sue."

Lesson 72

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [s] and [z] at the beginning of words, as in "Sue" and "zoo."

2. The learner will be able to ask yes-no questions like the following:

Are you going to write your name small?
Did she write her name small?

3. The learner will be able to respond to such questions with answers like the following:

Yes, I am.
No, she didn't. She wrote it large.

4. New vocabulary: large

B. Test: See pages 5 and 6.

II. MATERIALS

A. Hand puppets for each pupil and for the teacher and enough crayons, pencils, and paper for each pupil.

B. Pictures of a bear, a lion, a monkey, a zebra, a girl, and a picture of some animals at the zoo (same as the one for lesson 71).

III. PROCEDURES

A. Pronunciation

Teaching Points

a. The voiceless alveolar fricative [s] and the voiced alveolar fricative [z] before vowels (initially).

b. Yes-no questions with an adjective complement.

c. Such questions with:
(1) a future form of the verb: "be" + "going to" + verb;
(2) the past form: "did" + verb.

1. Hold up the appropriate picture, either the picture of a girl or the one of some animals at the zoo.
   Model: (3).

   SUE - ZOO SUE - ZOO ZOO - SUE

2. Put the pictures at opposite ends of the table. As you pronounce each word have the pupils point to the appropriate picture.
   Recognition: (5).

   SUE ZOO ZOO SUE ZOO SUE SUE ZOO

3. Use the words and pictures of step 2.
   Echo: ◯ (3), ⊙.

4. Have the puppets model the following dialog:
   Model: (3). Echo: ◯(3), ⊙.

   1st P: MY SISTER EATS SOUP WITH A SPOON.

   MY SISTER EATS SOUP WITH A SPOON.

   Both puppets: (to class) DO YOU EAT A SANDWICH WITH A SPOON?

   DO YOU EAT A SANDWICH WITH A SPOON?

   Teacher and Class: NO, WE DON'T.

   End the activity with this response.

B. Presentation

1. Have the children sit around a table with you. Have two puppets model the following dialog.

   Have a large sheet of scratch paper on the table with different

Repeat the puppets' activities each time you model.
Model (2).

1st P: I'M GOING TO DRAW A CIRCLE

colored crayons.

2nd P: ARE YOU GOING TO COLOR THE CIRCLE GREEN?

1st P: YES, I AM.

Have the first puppet point to the paper.

2nd P: I'M GOING TO DRAW A CIRCLE.

1st P: ARE YOU GOING TO COLOR THE CIRCLE GREEN?

Have the first puppet draw and fill in a circle with the green crayon.

2nd P: NO, I'M NOT. I'M GOING TO COLOR IT BROWN.

Have the second puppet draw and fill in a circle with the brown crayon.

2. Free Dialog. Let each pupil have his own hand puppet. The teacher can hold one puppet to talk to different pupils one at a time. Sample dialog:

ARE YOU GOING TO DRAW A CIRCLE?

YES, I AM.

Have the pupil draw a circle.

ARE YOU GOING TO MAKE [IT / THE CIRCLE] RED?

YES, I AM.

Have the pupil draw and color a red circle.

ARE YOU GOING TO DRAW A CIRCLE?

YES, I AM.

Have the pupil draw a circle.

ARE YOU GOING TO MAKE [IT / THE CIRCLE] BROWN?

NO, I'M NOT. I'M GOING TO MAKE IT BLUE.

Have the pupil draw and color a blue circle.

ETC.

Lesson 72

3. Free Dialog. Pairs of pupils (with hand puppets) take turns talking to each other. Have the pupils each draw a circle.

1st L: ARE YOU GOING TO COLOR THE CIRCLE BLACK?

2nd L: NO, I'M NOT. I'M GOING TO COLOR IT RED.

Have the pupil draw and color a red circle.

2nd L: ARE YOU GOING TO COLOR THE CIRCLE YELLOW?

3rd L: YES, I AM.

Have the pupil draw and color a yellow circle.

ETC.

4. Free Dialog. The teacher can hold one puppet to talk to each of the children's hand puppets.

DID YOU COLOR THE CIRCLE GREEN?

1st L: YES, I DID.

DID YOU COLOR THE CIRCLE BLUE?

2nd L: NO, I DIDN'T I COLORED IT GREEN.

Continue, encouraging the pupils to ask each other the questions.

Test:

1. Give each pupil a pencil and a sheet of paper. Have them write or print their names on the paper. Tell them they can write or print their names with either large or small letters. Demonstrate by writing or printing your name large and small on the blackboard.

JOE, ARE YOU GOING TO WRITE YOUR NAME SMALL?

Joe: YES, I AM. TOM, ARE YOU GOING TO WRITE YOUR NAME SMALL?

Tom: NO, I'M NOT. I'M GOING TO WRITE IT LARGE. MARY, ARE YOU GOING TO WRITE YOUR NAME LARGE.

Mary: YES, I AM. JANE ARE YOU GOING TO WRITE YOUR NAME SMALL?

ETC.

Have the pupils write their names on the paper and then turn the paper over so that no one can see if they wrote their names large or small. Start a chain dialog in a guessing game like the following:

JANE DID TOM WRITE HIS NAME SMALL?

Jane: YES, HE DID.

Have Tom turn his paper over so that everyone can see his name.

Likely Errors

a. [z] → *[s] in "zoo" and "zebra."

b. [s] → *[es] in "small."

c. Are you going to write your name small? → *Are you going write your name small?

d. Did she write her name large? → *Did she wrote her name large?

e. Did she write her name small? (where the intended meaning is what the size of the writing turned out to be) → *Did she write her small name?

f. Do not correct pupils who use "will" + verb for a form of "be" + "going to" + verb, but be sure they understand the alternative.

Tom: MARY, DID JOE WRITE HIS NAME LARGE?

Mary: NO, HE DIDN'T. HE WROTE IT SMALL.

Have Joe turn his paper over so that everyone can see it.

2. When everyone has had a turn put several animal pictures (e.g.; bear, lion, zebra, monkey, etc.) face down on the table. Hold up a girl puppet and say of her:

THIS LITTLE GIRL IS SUE. SHE IS STANDING AT THE ZOO. HER SISTER SEES A MONKEY. DOES SHE SEE ONE, TOO?

Hold up one of the pictures in front of her so that the class can't see what it is. Describe it very briefly. Call on Joe to answer your questions.

Joe: NO, SHE DOESN'T. SHE SEES A ZEBRA.

Turn the picture around so that the class can see if Joe has guessed right. Then give Joe the puppet and let him carry on the dialog selecting and looking at another picture, then asking someone else the rhyme and next question. Continue on around the group. Model sentences at first if you have to. Have each pupil describe the picture which he picks up, helping him with some questions.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [s] and [z] at the end of words, as in "bus" and "buzz."

2. The learner will be able to ask who and what questions like the following:

   Who'll make the dress green?
   What did he make yellow?

3. The learner will be able to respond to such questions with answers like the following:

   Mary will.
   The bus.

B. Test: See pages 5 and 6.

II. MATERIALS

A. Pictures of bees, a bus, a horse, and a house.

B. Sheets of paper with heavy outlines of different objects, such as, a blouse, some cheese, a dress, beets, a horse, carrots, a vase, onions, a glass, etc.; and dittoed outline pictures of several of the following: a girl, a boy, a dog, a cat, a horse, a bus, a car, a plane, a boat, a tree, a dress, etc.

Teaching Points

a. The voiceless alveolar fricative [s] and the voiced alveolar fricative [z] at the end of a word after a vowel.

b. Who questions (about the subject) with an adjective complement.

c. What questions (about the direct object) with an adjective complement.

d. Such questions with:
   (1) a future form of the verb: "will" + verb.
   (2) the past form "did" + verb.

e. Responses to such questions.

C. Crayons and chalk.

D. Transparent colored plastic sheets that will cover the outlines in B.

III. PROCEDURES

A. Pronunciation

1. Hold up a picture of some bees.
   Model: (3). Echo: ◯ (3), ⊙ .
   BEES GO BUZZ, BUZZ.
   BEES GO BUZZ, BUZZ.

2. Hold up the appropriate picture
   Model: (3). Echo: ◯ (3), ⊙ .

   BUS - BUZZ
   BUS - BUZZ
   BUZZ - BUS

3. Put the pictures of the bus and bees at opposite ends of the table. As you say each word have the pupils point to the appropriate picture.
   Recognition: (5).

   BUS - BUZZ - BUZZ - BUS - BUZZ

4. Repeat step 3, but this time have the pupils repeat the words with you.
   Echo: ◯ (3), ⊙ .

5. Recite the following verses, one at a time, several times, and have the pupils join in with you. Then they can say them alone. Hold up the picture of bees, bus, horse, and a house as you mention them.

BEES MAKE LOTS OF NOISE.
THEY BUZZ, BUZZ ALL DAY LONG.
DOES THIS ONE THINK HIS LITTLE BUZZ
IS AS PRETTY AS A SONG?

A BUS IS NOT A HORSE,
BUT BOTH GIVE US A RIDE.
A BUS IS NOT A HOUSE.
BUT FOR BOTH WE GO INSIDE.

B. Presentation

1. Free Dialog:

WHO'LL DRAW A CIRCLE
ON THE BOARD?

Tom: I WILL.

Have each student do what he offers to.

WHO'LL DRAW A SQUARE
ON THE BOARD?

Jane: I WILL.

WHO'LL DRAW A LINE
ON THE BOARD?

Joe: I WILL.

WHO'LL MAKE THE LINE
LONGER?

Mary: I WILL

2. Free Dialog:

JANE, WHAT DID TOM
DRAW ON THE BOARD?

Jane: HE DREW A CIRCLE
ON THE BOARD.

WHO'LL ERASE THE
CIRCLE ON THE BOARD?

Jane: I WILL.

Have Jane erase the circle

MARY, WHAT DID JOE
DRAW ON THE BOARD?

Mary: A LINE.

ETC.

3. Chain Dialog. Have sheets of paper with outlines of different objects on them (such as, blouse, cheese, dress, beets, horse, carrots, vase, onions, glass, etc.); start passing the outlines around the group. Give each pupil the colored plastic sheet he needs.

WHO'LL MAKE THE CARROTS ORANGE?

Joe: I WILL. WHO'LL MAKE THE DRESS GREEN?

Jane: I WILL. WHO'LL MAKE THE CHEESE YELLOW?

Tom: I WILL. WHO'LL MAKE THE BEETS RED?

ETC.

4. Chain Dialog. When everyone has finished step 3, start collecting each paper and crayon.

JANE, WHAT DID JOE MAKE ORANGE?

Jane: HE MADE THE CARROTS ORANGE. JOE, WHAT DID MARY MAKE RED?

Joe: THE BEETS. TOME WHAT DID JANE MAKE YELLOW?

ETC.

Test:

Have a stack of dittoed outline pictures (such as, girl, boy, dog, cat, horse, bus, car, plane, boat, tree, dress, etc.) face down on the table. Pick up the top picture and show it to the class while you tell about it. Then have the pupils, one at a time, do the same. The dialog may sound like this:

I HAVE A PICTURE OF A BUS.
SOME CHILDREN RIDE IT TO SCHOOL EVERY DAY. THE BUS TAKES US ON A TRIP. WHO'LL MAKE THE BUS YELLOW?

Joe: I WILL.
I HAVE A HORSE. HE HAS A SOFT NOSE. HE EATS HAY. WHO'LL MAKE THE HORSE BROWN?

Jane: I WILL.
I HAVE A CAT. HE IS SOFT. HE LIKES MILK. HE LIKES TO SLEEP. WHO'LL MAKE THE CAT BLACK?

Continue on with this until everyone has spoken and has a picture and a colored plastic sheet. Help the pupils tell about their pictures by modeling sentences for them if you have to. When the pictures are covered with a plastic sheet collect them using a chain dialog like the following:

Likely Errors

a. [z] → * [s] for "buzz."

b. Who'll color the dress green? → *"Who'll color green the dress?"

c. I will. → *I am. ~ *I do. (In response to the question in b).

d. What did he color yellow? → *What he colored yellow?

TOM, WHAT DID JOE
MAKE YELLOW?

Tom: THE BUS. JANE,
WHAT DID MARY
MAKE BLUE?

Jane: THE DRESS.

ETC.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [s] and [z] in the middle of words as in "racer" and "razor."

2. The learner will be able to ask <u>how</u> questions like the following:

How will you make the hair?
How did he make the hair?

3. The learner will be able to respond to such questions with answers like the following:

I'll make it short.
He made it curly.

B. Test: See pages 5, 6, and 7.

II. MATERIALS

A. A picture of a razor and another of a racer

B. Chalk and two puppets, a boy and a girl puppet.

III. PROCEDURES

A. Pronunciation

1. Hold up the appropriate picture.
Model: (3).

RAZOR - RACER
RAZOR - RACER
RACER - RAZOR

Lesson 74

<u>Teaching Points</u>

a. The voiceless alveolar fricative [s] and the voiced fricative [z] between vowels (medially).

b. <u>How</u> questions about the adjective complement.

c. Such questions with:
(1) a future form of a verb: "will" + verb.
(2) the past form: "did" + verb.

d. Responses to such questions.

2. Put the pictures at opposite ends of the table. As you pronounce the words have the pupils point to the appropriate picture.
Recognition: (5).

RAZOR - RACER - RACER - RAZOR - RAZOR - RACER

3. Use the words and pictures of step 2.
Echo: ◯ (3), ⊙ .

4. Have two puppets model the following dialog. The boys echo after the boy puppet, the girls after the girl puppet.
Model: (3). Echo: ◐ , ◑ (3), ⊙ .

Boy Puppet:
MY NAME IS JOE.

Boys: MY NAME IS JOE.

I HAVE A NEW BICYCLE

I HAVE A NEW BICYCLE.

IT'S FOR RACING.

IT'S FOR RACING.

Girl Puppet:
MY NAME IS DAISY.

Girls: MY NAME IS DAISY.

I HAVE A NEW WHISTLE.

I HAVE A NEW WHISTLE.

IT'S FOR WHISTLING.

IT'S FOR WHISTLING.

B. Presentation

1. Free dialog. Draw jack-o-lantern faces, one for each pupil, on the chalkboard. Put in the eyes and nose for each, but leave the mouth space empty. Discuss

what you have drawn on the chalkboard. For example:

WHAT ARE THESE?

1st L: THEY'RE JACK-O-LANTERNS.

Point to the jack-o-lantern faces on the chalkboard.

WHAT DO THEY NEED?

2nd L: MOUTHS.

THAT'S RIGHT. DO JACK-O-LANTERNS ALL HAVE THE SAME MOUTHS?

3rd L: NO, THEY DON'T. SOME SMILE. SOME DON'T. THEY'RE SCARY.

Provide the information if necessary.

ETC.

YES. SOME HAVE LARGE MOUTHS
AND SOME HAVE SMALL MOUTHS.
SOME HAVE HAPPY MOUTHS.
OTHERS HAVE SAD MOUTHS.
SOME MAY EVEN HAVE ROUND MOUTHS.

2. Have two puppets model the following dialogs. Complete the model and echo activities for the first dialog before proceeding to the second one.
Model: (3). Echo: (3).

(1) 1st Puppet:
I'LL DRAW A MOUTH ON THIS JACK-O-LANTERN.

Have the first puppet hold up a piece of chalk and point to the closest.

I'LL DRAW A MOUTH ON THIS JACK-O-LANTERN.

2nd Puppet:
HOW WILL YOU MAKE THE MOUTH?

HOW WILL YOU MAKE THE MOUTH?

Lesson 74

1st Puppet:
I'LL MAKE IT HAPPY.

I'LL MAKE IT HAPPY.

Have the 1st puppet draw a happy mouth for the jack-o-lantern.

(2) 2nd Puppet:
I'LL DRAW A MOUTH ON A JACK-O-LANTERN, TOO.

I'LL DRAW A MOUTH ON A JACK-O-LANTERN, TOO.

1st Puppet:
HOW WILL YOU MAKE THE MOUTH?

HOW WILL YOU MAKE THE MOUTH?

2nd Puppet:
I'LL MAKE IT ROUND.

I'LL MAKE IT ROUND.

Have the 2nd puppet draw a round mouth for one of the jack-o-lantern faces.

3. Free Dialog. Point to the 1st puppet and then to his jack-o-lantern.

TOM, HOW DID HE MAKE THE MOUTH?

Tom: HE MADE IT HAPPY.

Model the answer for Tom if you have to.

JOE, HOW DID HE MAKE THE MOUTH?

Point to the 2nd puppet and his jack-o-lantern.

4. Chain dialog. Let each pupil draw a mouth on a jack-o-lantern face. First, start a dialog like the following:

TOM, WILL YOU DRAW A MOUTH?

Tom: YES, I WILL.

HOW WILL YOU MAKE THE MOUTH?

Tom: I'LL MAKE IT SAD.

JOE, WILL YOU DRAW A MOUTH?

Have Tom draw the mouth.

Joe: YES, I WILL.

Tom: HOW WILL YOU MAKE THE MOUTH?

Have Tom give Joe the piece of chalk.

Joe: I'LL MAKE IT BIG.

ETC.

5. Chain dialog. After each pupil has drawn a mouth on a different jack-o-lantern, start a dialog like the following:

JOE, HOW DID TOM MAKE THE MOUTH ON HIS JACK-O-LANTERN?

Joe: HE MADE IT SAD. JANE HOW DID MARY MAKE THE MOUTH ON HER JACK-O-LANTERN?

Jane: SHE MADE IT SMALL.

ETC.

Test:

1. Draw stick figure dolls, both boys and girls, on a chalkboard. Don't put hair on the dolls. Initiate the activity this way:

   THESE DOLLS NEED HAIR. I THINK I'LL PUT SOME HAIR ON THIS DOLL. I'LL MAKE IT LONG.

Likely Errors

a. How will you make the hair? → *How you will make the hair?

b. How did he make the hair? → *How he make the hair?

Draw the long hair on the doll.
Then point to another stick figure doll.

WHO WILL PUT HAIR ON THIS DOLL?

Mary: I WILL.

HOW WILL YOU MAKE THE HAIR?

Mary: I'LL MAKE IT SHORT AND CURLY. OUR BABY HAS SHORT, CURLY HAIR. SHE WON'T LET ME COMB IT.

Have Mary draw the hair on the stick figure doll.

MARY, ASK IF SOMEONE WANTS TO PUT HAIR ON ANOTHER DOLL.

Mary: WHO WANTS TO PUT HAIR ON THIS DOLL? Mary points to the doll of her choice.

Jack: I DO.

Mary: HOW WILL YOU MAKE THE HAIR?

Jack: I'LL MAKE IT VERY SHORT. MY HAIR IS VERY SHORT. I GOT MY HAIR CUT YESTERDAY. IT TICKLES.

Continue in this manner until every pupil has had a turn.

2. Chain Dialog:

TOM, HOW DID JANE MAKE THE HAIR ON HER DOLL?

Tom: SHE MADE IT LONG AND STRAIGHT.

JANE, HOW DID MARY MAKE THE HAIR ON HER DOLL?

Jane: SHE MADE IT SHORT.

ETC.

Lesson 75

I. OBJECTIVES

A. Content

1. The learner will become familiar with yes-no, who, what, and how questions like those in lessons 72-74.

2. The learner will become familiar with responses (to such questions) like those in lesson 72-74.

B. No Test.

II. MATERIALS

A. A shoe box full of crayons, a piece of scratch paper for each pupil, and the large colored picture of the zoo, from lesson 71.

B. Outlines of zoo animals, as in lesson 71.

C. Transparent colored plastic sheets used in lesson 73.

III. PROCEDURES

1. Chain Dialog. Pass around the shoe box full of different colored crayons. Have each pupil take two crayons, one at a time. The dialog may sound like this:

ARE YOU GOING TO TAKE A
RED CRAYON?

Teaching Points

a. Yes-no, who (about the subject) what (about the direct object), and how (about the adjective complement) questions with an adjective complement.

b. Such questions with:
(1) future forms of the verb: "will" + verb or "be" + "going to" + verb.
(2) the past form: "did + verb.

c. Responses to such questions.

1st L: YES, I AM.

ARE YOU GOING TO TAKE
A RED CRAYON, TOO?

2nd L: NO, I'M NOT. I'M GOING TO TAKE A BLUE ONE.

1st L: ARE YOU GOING TO TAKE A GREEN CRAYON?

2nd L: NO, I'M NOT. I'M GOING TO TAKE A YELLOW ONE.

1st L: ARE YOU GOING TO TAKE A YELLOW ONE, TOO?

3rd L: YES, I AM.

2. Chain Dialog. Give each pupil a sheet of scratch paper. They will draw a circle on the paper with one of their crayons. First, let each pupil ask what size circle his neighbor is going to draw.

1st L: ARE YOU GOING TO MAKE YOUR CIRCLE LARGE?

2nd L: YES, I AM. ARE YOU GOING TO MAKE YOUR CIRCLE LARGE?

3rd L: NO, I'M NOT. I'M GOING TO MAKE IT SMALL.

ETC.

3. Chain Dialog. After each pupil has drawn his circle, have him turn his paper over. See if someone else can guess the size of the circle.

JOE, DID MARY MAKE
HER CIRCLE LARGE?

Joe: YES, SHE DID.

Have Mary turn her paper over so that everyone can see if Joe guessed correctly.

Mary: TOM, DID JANE MAKE HER CIRCLE SMALL?

Tom: NO, SHE DIDN'T. SHE MADE IT LARGE.

ETC.

4. Chain Dialog:

JOE, HOW DID YOU MAKE
YOUR CIRCLE?

Joe: I MADE IT SMALL. TOM, HOW DID YOU MAKE YOUR CIRCLE?

Tom: I MADE IT LARGE. JANE, HOW DID YOU MAKE YOUR CIRCLE?

ETC.

5. Repeat steps 2, 3, and 4, only this time have the pupils start by drawing a square on the other side of the paper.

6. To start off this dialog show the pupils the large picture of the zoo. Then tell the class that they are going to tell about some animals in the zoo and make the animals different colors. It may go like this:

WE SAW A MONKEY AT THE ZOO. HE WAS BLACK. HE LOOKED LIKE A BOY. WHO'LL MAKE THE MONKEY BLACK?

Jane: I WILL. THERE ARE BEARS AT THE ZOO. THEY ARE BROWN. THEY CAN STAND ON TWO LEGS. WHO'LL MAKE THE BEARS BROWN?

Have Jane put the black plastic sheet on the monkey.

Mary: I WILL. I LIKE TO LOOK AT SEALS. THEY WERE AT THE ZOO IN A POOL. THEY SWAN FAST. THEY SPLASHED WATER. WHO'LL COLOR THE SEALS BLACK?

Have Mary put the brown plastic sheet on the bears.

Lesson 76

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [z] as a plural ending after [l] and [r], as in "wheels" and "doors."

2. The learner will be able to ask yes-no questions and how questions like the following:

   Are you going to Salinas by car?
   How are you going to Salinas?

3. New vocabulary: bumpers, fenders, tires, wheels, doors, airlines, campers, train, jet, helicopter.

B. Test: See pages 8, 9, and 10

II. MATERIALS

A. A picture of a boy helping his father clean and wash the car (for step 1 of Pronunciation).

B. A picture of each of the following vehicles: a truck, two campers (one with four wheels, the other with six wheels), a bus, a big jet, a small airplane, a helicopter, and an automobile.

C. Pictures of people using various modes of transportation, for example: people in a helicopter, a man driving a car, people boarding a plane, a girl looking out of a bus window, and a girl in a truck.

Teaching Points

a. Yes-no questions containing the verb, "go," and phrases like, "by car," "by bus," etc.

b. How questions containing the verb, "go," and phrases like, "to Salinas," "to New York," etc.

c. The responses to such questions.

d. The voiced alveolar fricative [z] as a regular plural ending after the lateral [l] and retroflex [r].

D. Poem: "Automobile Mechanics" in Time for Poetry, Scott Foresman, Page 6.

E. A large map of the U.S.A., preferably illustrated.

III. PROCEDURE

A. Pronunciation

1. Show the picture of the boy and his father cleaning and washing the car. Point to the different parts of the car as you mention them.

THEY'RE GOING ON A TRIP. THEY WANT
THEIR CAR TO BE CLEAN WHEN THEY START.
THIS IS WHAT THE BOY IS SAYING:

SOMETIMES
I HELP MY DAD
WORK ON OUR AUTOMOBILE.
WE UNSCREW
THE RADIATOR CAP
AND WE LET SOME WATER RUN--
SWISH FROM A HOSE
INTO THE RADIATOR.

AND THEN WE OPEN UP THE HOOD
AND FEED IN OIL
FROM A CAN WITH A LONG SPOUT
AND THEN WE TAKE A LOT OF RAGS
AND CLEAN ALL ABOUT
WE CLEAN THE TOP
AND THE DOOR
AND THE FENDERS AND THE WHEELS
AND THE WINDOWS AND THE FLOORS...
WE WORK HARD
MY DAD
AND I.

Lesson 76

2. Free Dialog. Encourage expanded answers. Help the pupils identify the parts of the car, especially the parts with [rz] and [lz] endings, for example, doors, floors, fenders, bumpers, tires, wheels.

WHAT PARTS DO THEY HAVE TO WASH?

1st L: THE BUMPERS.

Point to the bumpers and fenders.

2nd L: THE FENDERS. WE GOT IN A WRECK. ONE OF OUR FENDERS IS [WRECKED. / DENTED.]

All the responses of this and the following activities are ones the children might make. Accept any correct responses.

WHAT PARTS DO THEY HAVE TO WASH?

3rd L: THE TIRES.

Point to the tires and wheels.

4th L: THE WHEELS, TOO

WHAT OTHER PARTS DO THEY HAVE TO WASH.

Point to the doors.

5th L: THE DOORS. THAT CAR HAS FOUR DOORS. MY CAR HAS TWO DOORS. MY SISTER AND I CAN'T FALL OUT OF THE BACK SEAT.

3. Free Dialog. Put up the appropriate picture as each vehicle is mentioned.

THEY'RE GOING TO TAKE THEIR TRIP IN A CAR. DO PEOPLE ALWAYS TAKE TRIPS IN CARS?

1st L: NO, SOME PEOPLE GO ON AIRPLANES.

2nd L: SOME PEOPLE GO IN CAMPERS.

3rd L: I WANT TO GO SOMEWHERE ON A TRAIN. THE TRAIN GOES BEHIND MY HOUSE. I CAN SEE THE PEOPLE ON IT.

ETC.

4. Free Dialog. Point to the pictures of the vehicles.

THEY ALL ROLL BECAUSE THEY HAVE WHEELS. HOW MANY WHEELS DOES THE HELICOPTER HAVE?

THREE WHEELS. THERE'S JUST ONE IN THE BACK. HELICOPTERS MAKE A LOT OF NOISE.

HOW MANY WHEELS DOES THE BIG JET HAVE?

FIVE WHEELS. ONE IS IN THE FRONT. THERE ARE TWO ON EACH SIDE.

HOW MANY WHEELS DOES THE BIG CAMPER HAVE?

SIX WHEELS

Continue with the children asking the questions.

Lesson 76

B. Presentation

1. Substitution: Show the picture of each vehicle before you begin the sentences.

Show the picture of a car.

THERE ARE LOTS OF WAYS
TO GO PLACES.

YOU CAN GO BY CAR.

YOU CAN GO BY_____.

TRUCK.

YOU CAN GO BY_____.

JET.

YOU CAN GO_____.

BY HELICOPTER.

YOU CAN GO_____.

BY BUS.

ETC.

Notice that you are to leave "by" here.

As the exercise progresses, you might simply show the picture and let the children give the entire sentence.

2. Free Dialog. Put up the large illustrated map of the United States. Encourage expanded comments. Continue in the manner below until everyone who wants to has had an opportunity to comment.

Point to the places on the map.

THIS IS WHERE WE LIVE.
SOMETIMES I GO TO
LOS ANGELES OR
BAKERSFIELD.

THERE ARE LOTS OF
PLACES WE CAN GO.

Lesson 76

WHAT ARE SOME OF THEM?

1st L: SOMETIMES I GO TO LOS ANGELES, TOO.

The responses given here are some which your pupils might make. Allow them to make their own comments.

2nd L: LAST YEAR WE WENT TO BROWNSVILLE

OH, THAT'S IN TEXAS.

Point to it on the map.

3rd L: WE GO TO MY GRANDMA'S. THAT'S IN TIJUANA. I HAVE FUN. THERE ARE LOTS OF KIDS TO PLAY WITH.

Point to it on the map.

3. Model. Have the first puppet look at a picture (say of a girl on a bus), with the picture-side hidden from the rest of the pupils.

1st Puppet: I SEE A GIRL. HER NAME IS JANE. SHE'S GOING TO OREGON. GUESS HOW SHE'S GOING TO OREGON.

Point to Oregon on the map.

2nd Puppet: IS SHE GOING TO OREGON BY CAR?

1st Puppet: NO, SHE ISN'T.

2nd Puppet: IS SHE GOING TO OREGON BY TRUCK?

1st Puppet: NO, SHE ISN'T.

2nd Puppet: IS SHE GOING TO OREGON BY BUS?

Show the picture

1st Puppet: YES, SHE IS.

4. Choose a different picture, any of people boarding a plane. Speak to a puppet.

I SEE SOME PEOPLE. THEY'RE GOING TO NEW YORK.

Point to it on the map.

5. Model. (2). Echo: ○ (2).

Puppet: HOW ARE THEY GOING TO NEW YORK?

HOW ARE THEY GOING TO NEW YORK?

Teacher: GUESS.

Puppet: ARE THEY GOING TO NEW YORK BY CAR?

ARE THEY GOING TO NEW YORK BY CAR?

Teacher: NO, THEY AREN'T.

Puppet: ARE THEY GOING TO NEW YORK BY AIRPLANE?

ARE THEY GOING TO NEW YORK BY AIRPLANE?

Teacher: YES, THEY ARE.

Show the picture.

6. Use the other pictures, one at a time, of people using various modes of transportation. Let each pupil guess until someone guesses correctly. For example:

Point to the map.
Let only Joe see the picture.

I SEE A MAN. ASK HOW HE'S GOING TO MODESTO, JOE.

Joe: HOW'S HE GOING TO MODESTO?

Jane: IS HE GOING TO MODESTO BY CAR?

Model if necessary.

Joe: YES, HE IS.

Test:

1. Put the vehicle pictures on the chalk rail. Test the [lz] and [rz] plural endings with riddles like the following:

Point to the picture of the car.

SOME CARS HAVE TWO OF THEM.
SOME CARS HAVE FOUR OF THEM.
WHAT ARE THEY?

DOORS.

ONE GOES ACROSS THE FRONT
OF THE CAR AND ONE GOES
ACROSS THE BACK OF THE CAR.
WHAT ARE THEY?

BUMPERS.

THERE'S ONE ON EACH WHEEL.
THEY HAVE AIR IN THEM. SOME-
TIMES THEY GO FLAT OR BLOW-OUT.
WHAT ARE THEY?

TIRES.

Show the picture of the helicopter.
HOW DOES A HELICOPTER ROLL?

ON IT'S WHEELS.
IT HAS THREE.

Show a picture of the Jet.
HOW DOES THE BIG JET ROLL?

ON IT'S WHEELS.
IT HAS FIVE.

Show the picture of the car.
HOW DOES A CAR ROLL?

ON IT'S WHEELS.
IT HAS FOUR

A CAR HAS THEM. A BICYCLE
DOESN'T HAVE THEM. PEOPLE
OPEN THEM TO GET IN.
WHAT ARE THEY?

DOORS.

Likely Errors

a. Are you going to Salinas by car? ⟶ *Are you going to Salinas in car?

b. How are you going to Sa inas? ⟶ *How you are going to Salinas?

c. By bus. ⟶ *With bus.

d. [z] ⟶ * [s] as a (regular) plural ending after [l] or [r] .

2. Model. This is not a test It provides the model of the dialog to be used in #3, which is the test.

Teacher: WE CAN GO PLACES, TOO.

Puppet: WHERE ARE YOU GOING?

Teacher: (Pointing to it on the map)
I'M GOING TO CHICAGO.

Puppet: HOW ARE YOU GOING TO CHICAGO?

Teacher: GUESS.

Puppet: ARE YOU GOING TO CHICAGO BY CAR?

Teacher: NO, I'M NOT.

Puppet: ARE YOU GOING BY JET?

Teacher: YES, I AM.

3. Explain to the pupils that this is a pretend game. Have each pupil, one at a time, initiate a dialog like that above with another pupil. Do not insist that the children follow the model above too closely. If they deviate too much from the model, go through #2 again. Help the pupils locate the places on the map. Limit to three guesses.

1st L: WHERE ARE YOU GOING?

2nd L: I'M GOING TO SALINAS.

1st L: HOW ARE YOU GOING TO SALINAS?

2nd L: GUESS.

1st L: ARE YOU GOING TO SALINAS BY CAR?

2nd L: NO, I'M NOT.

1st L: ARE YOU GOING BY CAMPER?

2nd L: NO, I'M NOT.

1st L: ARE YOU GOING BY TRUCK?

2nd L: YES, I AM.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [z] as a plural ending after [v], as "sleeves."

2. The learner will be able to pronounce [s] as a plural ending after [f], as in "cuffs."

3. The learner will be able to ask <u>who</u> and <u>where</u> questions like the following:

   Who wants to go on a trip by car?

   Where do you want to go by car?

4. The learner will be able to respond to such questions with answers like the following:

I do. I want to go on a trip.

To El Paso. I want to go to El Paso.

B. Test: See pages 6 and 7.

II. MATERIALS

A. A puppet

B. Pictures of (or the actual) articles of clothing, for example: two pairs of trousers, one with cuffs and one without; two pairs of bermuda shorts, one with cuffs and one without; two blouses, one with cuffs and one without; two shirts, one with

Teaching Points

a. <u>Who</u> and <u>where</u> questions containing the verb "go" and phrases like "by car," "by bus," etc.

b. Such questions with a verb "want" + complement "to + go" construction.

c. The responses to such questions.

d. The <u>voiced</u> alveolar fricative [z] as a (regular) plural ending after the <u>voiced</u> labiodental fricative [v].

e. The <u>voiceless</u> alveolar fricative [s] as a (regular) plural ending after the <u>voiceless</u> labiodental fricative [f].

cuffs and one without; two coats, one with cuffs and one without; and two sweaters, one with cuffs and one without

C. The large map of the United States from lesson 76

D. Travel posters and folders of places in the United States, for example: New York City, Yellowstone National Park, Niagara Falls, Seattle, Grand Canyon, Yosemite, and San Francisco

E. Pictures of modes of transportation, those from lesson 76 with the addition of a picture of a train.

III. PROCEDURES

A. Pronunciation

1. Put the pictures of clothing on the chalk rail. Point to one of the pictures, for example, the picture of the blouses.

THESE ARE BLOUSES.
WHICH ONE HAS CUFFS?

(Pointing to the one with cuffs.)
THAT ONE HAS CUFFS.

Point to the correct one and supply the answer if necessary.

2. Let each pupil, one at a time, ask another pupil about a different picture. Sample dialog:

1st L: THESE ARE SHIRTS.
WHICH ONE HAS CUFFS?

2nd L: THAT ONE.

3. Model: (3). Echo: ○ (3), ⊙ .

THOSE ARE LONG SLEEVES.

THOSE ARE LONG SLEEVES

Point to the shirt with long sleeves.

THOSE ARE SHORT SLEEVES.

THOSE ARE SHORT SLEEVES.

Point to the shirt with short sleeves.

4. Free Dialog. Refer to the appropriate shirt.

WHICH SLEEVES DO WE WEAR ON HOT DAYS?

SHORT SLEEVES.

Provide the answer if necessary.

WHICH SLEEVES DO WE WEAR ON COLD DAYS?

LONG SLEEVES.

ETC.

B. Presentation

1. Free Dialog. Use the map of the U.S. and the travel posters and folders. Let the pupils look at the pictures in the folders and discuss them. Locate each place discussed on the map. Sample dialog:

Point to the posters and folders.
WHICH ONE DO YOU LIKE?

1st L: THIS ONE.

Locate it on the map.

THAT'S NEW YORK CITY.

1st L: LOOK AT IT. IT'S A BIG, BIG, TOWN. THERE ARE LOTS OF BOATS ON THE WATER.

WHICH ONE DO <u>YOU</u> LIKE?

Contrastive emphasis on "you."

2nd L: THIS ONE.

Locate it on the map.

THAT'S YELLOWSTONE PARK.

2nd L: I LIKE THE BEARS.
WHAT ARE THOSE?

THEY'RE CALLED GEYSERS.
HOT WATER COMES UP OUT
OF THE GROUND.

2nd L: DO PEOPLE LIVE THERE?

MOST PEOPLE JUST VISIT
IN THE SUMMER. THERE
IS SNOW IN THE WINTER
AND IT'S VERY COLD THERE.

ETC.

2. Model: (1). Echo: ◯ (2).

Teacher:
THERE ARE LOTS OF PLACES
TO GO ON TRIPS. WHO
WANTS TO GO ON A TRIP
BY CAMPER?

WHO WANTS TO GO ON A
TRIP BY CAMPER?

Point to the picture of the camper.

Gesture for echo by the entire class.

Puppet:
I WANT TO GO ON A TRIP
BY CAMPER.

Teacher:
WHERE DO YOU WANT TO GO
BY CAMPER?

WHERE DO YOU WANT TO
GO BY CAMPER?

Gesture for echo by the entire class.

Puppet:
I WANT TO GO TO YOSEMITE
NATIONAL PARK BY CAMPER.

Have the puppet gesture toward the appropriate travel folder pictures.

Lesson 77

3. Free Dialog. Put the pictures of vehicles, travel posters and folders on the chalk rail. Have each pupil, one at a time, initiate the dialog below. Do not insist that the pupils' destinations be solely those discussed in steps 1 and 2. Model once to demonstrate. Sample dialog:

1st L:	WHO WANTS TO GO ON A TRIP BY JET?	1st L points to the picture of a jet.
2nd L:	I DO.	
1st L:	WHERE DO YOU WANT TO GO BY JET?	
2nd L:	TO CHICAGO.	Have the pupil point to it on the map.

Test:

1. Point to each article of clothing. Model to demonstrate.

THAT SHIRT HAS CUFFS.
THAT SHIRT DOESN'T HAVE CUFFS.

THAT BLOUSE_____

1st L: DOESN'T HAVE CUFFS.

THAT BLOUSE_____

2nd L: HAS CUFFS.

ETC.

2. Use the shirts and blouses with long and short sleeves. Point to each thing in turn in the manner below.

ON COLD DAYS, WE WEAR THE___

SHIRT / BLOUSE WITH LONG SLEEVES.

ON WARM DAYS, WE WEAR THE ___

SHIRT / BLOUSE WITH SHORT SLEEVES.

3. Chain Dialog. Have each pupil, one at a time, initiate the dialog.

WE'RE GOING TO PLAY THE TRAVEL GAME AGAIN.
THIS TIME YOU CAN CHOOSE A DIFFERENT PLACE
TO GO AND A DIFFERENT WAY TO GET THERE.

1st L: WHO WANTS TO GO ON A TRIP BY CAR? (He points to the picture of the car.)
2nd L: I DO.

Likely Errors

a. Who wants to go on a trip by car? —> *Who want to go on a trip by car?

b. Who wants to go on a trip by car? —> *Who wants to go on a trip on car?

c. Where do you want to go on a trip by car? —> *Where do you want to go on a trip for car?

d. [z] —> *[s] as a (regular) plural ending after [v].

1st L: WHERE DO YOU WANT TO GO BY CAR?

2nd L: I WANT TO GO TO MY GRANDMOTHER'S HOUSE. SHE LIVES IN EL PASO.

WHO WANTS TO GO ON A TRIP BY JET?

3rd L: I DO.

2nd L: WHERE DO YOU WANT TO GO BY JET?

3rd L: I WANT TO GO TO MEXICO. MY GRANDFATHER LIVES THERE.

WHO WANTS TO GO ON A TRIP BY TRAIN?

ETC.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [z] as a plural ending after vowels, as in "shoes."

2. The learner will be able to ask questions like the following:

Why do you want to go to Seattle by bus?

3. The learner will be able to respond to such questions with answers like the following:

Because I like busses.
Because I like to ride on a big bus.

B. Test: See pages 7 and 8.

II. MATERIALS

A. A chart showing many pairs of different colored shoes for boys and girls, including pairs of red, pink, and blue shoes.

B. Travel folders and posters---use those from lesson 76 and 77 as well as several new ones, for example: Mexico City, Acapulco, Mazatlan, Vancouver, B.C., etc.

C. A large map of North America

D. Poems: "Cat" in Time for Poetry, Scott Foresman, page 78.

"New Shoes" adapted from "New Shoes" in Time for Poetry, Scott Foresman, page 202.

E. A puppet.

Lesson 78

Teaching Points

a. Why questions containing the verb "go," and phrases like "by car," "by bus," etc.

b. Such questions with a verb "want" + complement "to + go" construction.

c. The responses to such a question.

d. The voiced alveolar fricative [z] as the regular plural ending after vowels (which are all voiced).

III. PROCEDURE

A. Pronunciation

1. Free Dialog. Introduce the subject of cats. For example:

WHO HAS A CAT?

1st L: I DO.

WHAT COLOR IS IT?

1st L: IT'S BROWN.

Watch out for: *"It's a brown."

2nd L: I HAVE A CAT, TOO. IT'S BLACK AND WHITE.

DOES ANYONE HAVE A BLACK CAT?

3rd L: MY GRANDMA HAS A BLACK CAT.

WHAT DOES HER CAT DO?

3rd L: IT CLIMBS TREES. IT GETS INTO FIGHTS.

HOW DOES IT FIGHT?

3rd L: IT USES ITS CLAWS. LIKE THIS.

2. Dramatize the poem by pretending you are a cat. Model: (2).

THIS IS A POEM ABOUT A CAT.

THE BLACK CAT YAWNS
OPENS HER JAWS
STRETCHES HER LEGS
AND SHOWS HER CLAWS.

3. Have one of the pupils dramatize the poem as you recite it. Clarify the meaning of "yawn," "jaws,"

"stretches," and "claws" if necessary.

WHO WANTS TO BE THE BLACK
CAT AND DO WHAT THE POEM
SAYS?

1st L: I DO.

1st L pantomimes.

THE BLACK CAT YAWNS
OPENS HER JAWS
STRETCHES HER LEGS
AND SHOWS HER CLAWS.

4. Have half of the class pantomime the poem as the other half recites it.
Echo: ⓘ(1).

THE BLACK CAT YAWNS

THE BLACK CAT YAWNS

OPEN HER JAWS

OPEN HER JAWS

STRETCHES HER LEGS

STRETCHES HER LEGS

AND SHOWS HER CLAWS.

AND SHOWS HER CLAWS.

5. Repeat step 4, but change roles for pantomiming and reciting.

6. Free Dialog. Show the chart of the pairs of shoes.

WHAT DO YOU SEE?

SHOES.

Expect the children to have trouble with [ʃ] in "shoes" and [tʃ] in "choose."

THIS IS A POEM ABOUT SHOES:

NEW SHOES, NEW SHOES,
RED AND PINK AND BLUE SHOES.

TELL US, WHAT WOULD YOU CHOOSE,
IF THEY'D LET YOU BUY SHOES?

7. Free Dialog. Ask each student:

JANE, WHICH SHOES WOULD YOU CHOOSE?

Jane: THE WHITE SHOES.

TOM, WHICH SHOES WOULD YOU CHOOSE?

Tom: THE BROWN SHOES.

JOE, WHICH SHOES WOULD YOU CHOOSE?

Joe: THE BLUE (TENNIS) SHOES.

Have the children ask the question when they are able.

Since this is pronunciation practice, encourage the use of "shoes" in each answer.

B. Presentation

1. Show the pupils the travel folders and posters used in lessons 76 and 77. Distribute them, naming each as you do so. Let a different pupil describe each one and locate the place on the map. Sample dialog:

WHICH ONE DO YOU HAVE, JOE?

Joe: THIS IS SEATTLE.

TELL US ABOUT SEATTLE.

Joe: THERE ARE LOTS OF PLACES TO GO FISHING. THERE ARE LOTS OF BOATS. THIS IS A PLACE TO EAT (pointing to a restaurant). THERE ARE HILLS.

Joe points to the appropriate pictures as he talks.

2. Introduce the new travel folders, one at a time. Discuss the pictures with the pupils. Encourage them to talk about the pictures and ask questions.

For example:

LOOK AT THIS.

1st L: IS THAT TIJUANA?

NO, IT ISN'T. IT'S MEXICO CITY.

2nd L: WHAT'S THAT?

A PYRAMID. IT WAS BUILT BY THE INDIANS A LONG, LONG, TIME AGO.

3rd L: I SEE A PRETTY BUILDING. IT HAS PICTURES ON IT.

ETC.

Show the travel folder of Mexico City, unfolded.

Locate it on the map.

3. Model. Have the puppet respond.

Teacher: WHERE DO YOU WANT TO GO?

Puppet : MEXICO CITY.

Locate it on the map.

Teacher: HOW ARE YOU GOING TO MEXICO CITY?

Puppet : BY TRAIN.

Have the puppet point to the picture of the train.

4. Do the entire activity through before repeating.
Model: (1). Echo: (3).

Teacher: WHY ARE YOU GOING TO MEXICO CITY BY TRAIN?

WHY ARE YOU GOING TO MEXICO CITY BY TRAIN?

Puppet: BECAUSE I LIKE TRAINS.
I WANT TO LOOK OUT THE WINDOW.
I WANT TO EAT ON THE TRAIN.

Teacher: WHAT DO YOU WANT TO DO IN MEXICO CITY?

WHAT DO YOU WANT TO DO IN MEXICO CITY?

Puppet: I WANT TO GO TO THE PYRAMIDS. I WANT TO SEE THE DANCERS, TOO.

Have the puppet point to the appropriate pictures in the folder.

5. Repeat step 4 with other places and other modes of transportation. Be sure to include the why question.

6. Free Dialog. Have each pupil initiate a dialog like the one below with you, then with other pupils. Provide answers when necessary.

Do the role of the 1st learner in the beginning.

1st L: WHERE DO YOU WANT TO GO?

2nd L: ACAPULCO.

1st L: HOW ARE YOU GOING TO ACAPULCO.

2nd L: BY JET.

1st L: WHY ARE YOU GOING TO ACAPULCO BY JET?

2nd L: I WANT TO RIDE IN A JET. I LIKE JETS.

1st L: WHAT DO YOU WANT TO DO IN ACAPULCO?

2nd L: I WANT TO SEE THE BOYS DIVE IN THE OCEAN. LIKE THAT ONE (pointing to a picture).

Test:

1. Chain Dialog (Memory game): Have each pupil, one at a time, go to the chart showing shoes, point to one of the pairs of shoes and ask, for example:

1st L: WHO WANTED THE BLUE SHOES?

2nd L: JOE. / JOE DID.

WHO WANTED THE PINK SHOES?

3rd L: JANE. / JANE DID.

ETC.

2. Put all the pictures of vehicles on the chalk rail. Point to the picture of a bus.

THIS BUS IS GOING TO SEATTLE.
(Have a pupil locate it on the map)
WHO WANTS TO GO TO SEATTLE BY BUS?

Joe: I DO.

WHY DO YOU WANT TO GO TO SEATTLE BY BUS, JOE?

Joe: I LIKE TO RIDE ON A BIG BUS.

3. Repeat step 2, but with the pupils, one at a time, taking the teacher's role. Sample dialog:

Joe: THAT JET IS GOING TO SAN FRANCISCO. WHO

Likely Errors

a. Why do you want to go to Seattle by bus? —> *Why do you want to go to Seattle in (or "with" or "for") bus?

b. [z] —> *[s] as a (regular) plural ending after vowels.

WANTS TO GO TO
SAN FRANCISCO BY JET?

Jane: I DO.

Joe: WHY DO YOU WANT TO GO TO
SAN FRANCISCO BY JET?

Jane: I LIKE THE BIG JETS.
THEY'RE PRETTY. SMOKE
COMES OUT OF THEM.

Lesson 79

I. OBJECTIVES

A. Content

1. The learner will become familiar with yes-no, how, who (about the subject), where, and why questions like those in lessons 76, 77, and 78.

2. The learner will become familiar with responses (to such questions) like those in lessons 76, 77, and 78.

B. No Test.

II. MATERIALS

A. The map of the U.S.A. from lesson 76.

B. Pictures suggesting travel situations for which the pupils can make up dialogs to dramatize, as for example: a girl talking to the conductor on a train; a boy getting on a bus; a boy helping a friend pack to go to camp; friends standing on the sidewalk saying goodbye to neighbors who are leaving on vacation in their packed camper or station wagon; and a family waving goodbye to someone getting into a taxi for a trip to the airport. The pictures need not be exactly as specified here. Read over the lesson, then decide on the kinds of pictures you will need.

C. Travel pictures or illustrated brochures of particular places to help the students who cannot think of destinations on their own.

D. Two puppets.

Teaching Points

a. Different question types involving the notion of going somewhere by some mode of transportation. Specifically, yes-no, how, who (about the subject), where and why questions.

b. Responses to such questions.

c. Compositions: things to see and do, and places to go.

E. Props suitable for the dramatizations, for example, hats, bags, etc. The particular props will depend on the pictures you select.

III. PROCEDURE

Presentation

1. Show one of the pictures, say of the boy packing to go to camp. Indicate that one puppet is the boy who is packing and that the other puppet is his friend.

1st P: HI, JOE. WHAT ARE YOU DOING?

2nd P: I'M PACKING MY CLOTHES.

1st P: WHERE ARE YOU GOING?

2nd P: I'M GOING TO A CAMP UP AT THE LAKE.

1st P: HOW ARE YOU GOING TO THE CAMP?

2nd P: WE'RE ALL GOING ON A BIG BUS.

1st P: WHY DO YOU WANT TO GO TO CAMP?

2nd P: THERE'S A BIG LAKE WITH LITTLE BOATS.
WE CAN GO SWIMMING, TOO.
I'M GOING TO PLAY BASEBALL. I WANT TO SEE THE BEARS AND THE DEER. MAYBE I'LL GET TO GO FISHING.

1st P: DO YOU MAKE THINGS AT CAMP?

2nd P: I HOPE SO. I WANT AN INDIAN BELT.

2. Let volunteers dramatize a dialog, using the same pictures as in step 1, with whatever variations they like.

3. Show the pupils the other pictures and let them, in pairs, select which situations they want to dramatize. Give the pairs of pupils time to decide on their dialogs. Give help, using the maps and the travel pictures or folders, to those who can't decide on a destination. Answer all questions (such as these about what train conductors do or what boys see at camp) the children ask when they are planning their dialogs. Many of them will have very limited experience related to some aspects of travel or vacationing.

4. As soon as they are prepared, have the students, using props, take turns presenting their dramatizations.

Lesson 80

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [z] as a plural ending after [l], [r], [v], and (voiced) vowels, as in "balls," "bears," "hives," and "boys," respectively.

2. The learner will be able to pronounce [s] as a plural ending after [f], as in "cream puffs."

3. New vocabulary: cream puffs, cheese puffs, beehives, fives, pears, bears, gopher holes, caves.

B. Test: See pages 6 and 7.

II. MATERIALS

A. One of each of the following pictures for the test: balls, girls, bears, pears, boys, bees, cream puffs, cheese puffs, and beehives.

B. Several "five" symbols on a piece of paper to illustrate "five." If your pupils cannot handle numbers yet (see the test), omit this vocabulary item

C. Pictures or flannel board cutouts to illustrate the story in Presentation.

III. PROCEDURE

Presentation

Echo: Tell the story below. Use the appropriate pictures or flannel board cutouts to illustrate the story as you go along. Let individuals who want to echo do so after the group has echoed.

Teaching Points

a. The voiced alveolar fricative [z] as the regular plural ending after:

(1) the voiced lateral [l];
(2) the voiced retroflex [r];
(3) the voiced labio-dental fricative [v];
(4) the (voiced) vowels.

b. The voiceless alveolar fricative [s] as the regular plural ending after the voiceless labio-dental [f].

A FAMILY WAS TAKING A TRIP. THERE WAS THE MOTHER, THE FATHER, TWO BOYS, AND TWO GIRLS. THEY WERE RIDING IN THEIR BIG STATION WAGON. THE FATHER STOPPED THE CAR AT A FOREST OF TREES. THE MOTHER TOOK OUT THE PICNIC BASKET. THEY WERE ALL GOING TO HAVE A PICNIC. WHILE MOTHER WAS GETTING THEIR LUNCH READY, FATHER AND THE CHILDREN WENT FOR A WALK IN THE FOREST. THE TWO BOYS FOUND SOME RABBIT HOLES. THEY RAN BACK SHOUTING,

RABBIT HOLES, RABBIT HOLES,
RABBIT HOLES!

◯: RABBIT HOLES, RABBIT HOLES,
RABBIT HOLES!

THEN THE TWO GIRLS FOUND SOME GOPHER HOLES. THEY RAN BACK SHOUTING,

GOPHER HOLES, GOPHER HOLES,
GOPHER HOLES!

◯: GOPHER HOLES, GOPHER HOLES,
GOPHER HOLES!

THEN THE TWO BOYS FOUND SOMETHING MORE EXCITING. THEY RAN BACK SHOUTING,

BEAR CAVES, BEAR CAVES,
BEAR CAVES!

◯: BEAR CAVES, BEAR CAVES,
BEAR CAVES!

THEN THE TWO GIRLS FOUND SOME BEEHIVES. THEY RAN BACK SHOUTING,

BEEHIVES, BEEHIVES, BEEHIVES!

◯: BEEHIVES, BEEHIVES,
BEEHIVES!

THEN THE CHILDREN LOOKED UP AND SAW PUFFS OF SMOKE. THEY RAN TO FATHER AND SHOUTED,

PUFFS OF SMOKE, PUFFS OF SMOKE,
PUFFS OF SMOKE!

◯: PUFFS OF SMOKE, PUFFS OF SMOKE, PUFFS OF SMOKE!

THEY THOUGHT IT MUST BE AN INDIAN CAMPFIRE. FATHER WENT WITH THEM TO LOOK FOR THE INDIANS. DO YOU THINK THEY SAW INDIANS?

◯: [YES!
NO!]

NO! IT WAS JUST SOME OTHER PEOPLE. THEY WERE ROASTING HOT DOGS FOR THEIR PICNIC. MOTHER HAD THE PICNIC LUNCH READY, SO THEY ALL HURRIED BACK TO EAT. WHEN THE CHILDREN SAW THE APPLES THEY SHOUTED,

APPLES, APPLES, APPLES!

◯: APPLES, APPLES, APPLES!

WHEN THEY SAW THE BANANAS, THEY SHOUTED,

BANANAS, BANANAS, BANANAS!

◯: BANANAS, BANANAS, BANANAS!

WHEN THEY SAW THE PEARS,
THEY SHOUTED,

PEARS, PEARS, PEARS!

◯: PEARS, PEARS, PEARS!

WHEN THEY SAW THE CHEESE PUFFS, THEY SHOUTED,

CHEESE PUFFS, CHEESE PUFFS,
CHEESE PUFFS!

◯: CHEESE PUFFS, CHEESE PUFFS, CHEESE PUFFS!

THEN THE CHILDREN SAW MOTHER OPEN A BOX. THEY LOOKED IN AND SHOUTED,

COOKIES, COOKIES, COOKIES!

○: COOKIES, COOKIES, COOKIES!

EVERYONE KNEW WHAT WAS IN THE LAST BOX. THERE WERE

PIES, PIES, PIES!

○: PIES, PIES, PIES!

ALL THOSE THINGS LOOKED VERY GOOD. THE SANDWICHES AND HARD-BOILED EGGS WERE GOOD, TOO.

WHILE MOTHER PACKED THINGS BACK INTO THE PICNIC BASKET AND FATHER PUT THINGS AWAY IN THE CAR, THE BOYS WENT TO LOOK AT THE RABBIT HOLES AND THE BEAR CAVES. THE GIRLS WENT BACK TO LOOK AT THE GOPHER HOLES AND THE BEEHIVES.

WHEN THE BOYS GOT TO THE RABBIT HOLES, WHAT DO YOU THINK THEY SAW?

RABBITS, RABBITS, RABBITS!

○: RABBITS, RABBITS, RABBITS!

WHEN THE GIRLS GOT TO THE GOPHER HOLES, WHAT DO YOU THINK THEY SAW?

GOPHERS, GOPHERS, GOPHERS!

○: GOPHERS, GOPHERS, GOPHERS!

WHEN THE BOYS GOT TO THE BEAR CAVES, WHAT DO YOU THINK THEY SAW?

BEARS, BEARS, BEARS!

○: BEARS, BEARS, BEARS!

THEY WERE SO SCARED THAT THEY RAN BACK TO THE CAR, BUT THEY RAN THE WRONG WAY AND COULDN'T FIND IT.

WHEN THE GIRLS GOT TO THE BEEHIVES, WHAT DO YOU THINK THEY SAW?

BEES, BEES, BEES!

◯ : BEES, BEES, BEES!

THEY WERE SCARED, TOO, AND RAN BACK TO THE CAR AS FAST AS THEY COULD, BUT THEY RAN THE WRONG WAY, TOO, AND COULDN'T FIND THE CAR.

MOTHER AND FATHER WERE ALL READY TO GO. MOTHER CALLED,

GIRLS, GIRLS, GIRLS!

◯ : GIRLS, GIRLS, GIRLS!

FATHER CALLED,

BOYS, BOYS, BOYS!

◯ : BOYS, BOYS, BOYS!

THE CHILDREN HEARD MOTHER AND FATHER CALL. THEN THEY KNEW WHICH WAY TO RUN. EVERYONE, MOTHER, FATHER, THE TWO BOYS, AND THE TWO GIRLS, GOT INTO THE CAR AND DROVE AWAY. THEY ARE NEVER GOING TO HUNT BEARS OR BEES AGAIN.

Test:

Show the pupils the pictures for the test. Have them identify them by name, such as, girls, balls, etc. You may need to give special help with "pears," "cream puffs," and "cheese puffs." Since this is the test activity, it is essential that individuals, not the group, answer. Explain this to the children and insist on individual responses.

Free dialog. Use riddles like those below to elicit the response words that contain the sounds being tested. Limit your riddles to things illustrated in the pictures, for example:

THEY'RE ROUND AND PEOPLE THROW THEM. WHAT ARE THEY?

BALLS.

THEY GROWL. WHAT ARE THEY?

BEARS.

THEY LIKE TO PLAY BASEBALL. WHAT ARE THEY?

BOYS.

THEY ARE GOOD TO EAT. THEY HAVE WHIPPED CREAM IN THE MIDDLE. WHAT ARE THEY?

CREAM PUFFS.

BEES LIVE IN THEM. WHAT ARE THEY?

BEEHIVES.

THEY ARE BIG PEOPLE. THEY WEAR DRESSES. WHAT ARE THEY?

MOTHERS.

Likely Errors

a. [z] → *[s] after [l], as in "balls" and "girls."

b. [z] → *[s] after [r], as in "bears" and "pears."

c. [z] → *[s] after [v], as in "beehives" and "fives."

THEY PLAY WITH DOLLS.
WHAT ARE THEY?

GIRLS.

THEY PLAY WITH TOY TRUCKS
AND CARS. WHAT ARE THEY?

BOYS.

THEY TASTE LIKE CHEESE.
WHAT ARE THEY?

CHEESE PUFFS.

THEY'RE ROUND AND THEY BOUNCE.
WHAT ARE THEY?

BALLS.

WHEN I SAY 5, 10, 15, 20,
25, 30, I'M COUNTING BY ____.

FIVES.

THEY'RE YELLOW AND GOOD TO EAT.
WHAT ARE THEY?

PEARS.

THEY CAN FLY. WHAT ARE THEY?

BEES.

THEY GROW ON TREES. WHAT ARE
THEY?

PEARS.

THEY'RE VERY BIG AND THEY
LIKE HONEY. WHAT ARE THEY?

BEARS.

ETC.

Level II

Lesson 81

I. OBJECTIVES

A. Content

1. The learner will be able to produce the rhythm of sentences with relative clauses, as in:

She's the teacher / who teaches / reading.

2. The learner will be able to pronounce [əz], as a present tense ending after [s], [ʃ], and [tʃ], as in "passes," "washes," and "teaches."

3. New vocabulary: passes, washes teaches.

B. Test: See pages 3 and 4.

II. MATERIALS

A. Pictures of classroom scenes with a teacher teaching the following (not all of the scenes are necessary): music, art, arithmetic, P.E. (games), and writing.

B. Pictures of classroom scenes with a student passing the following: books, paper, and scissors.

C. Pictures of a school cafeteria scene with a woman washing dishes; a school scene with a man mopping a floor; and a man working at a car wash.

D. Two puppets.

Teaching Points

a. The rhythm of sentences with relative clauses: a rise in pitch on the antecedent noun (i.e., the noun the relative pronoun who replaces), e.g., on the stressed syllable of "teacher" in: "She's the teacher who teaches reading."

b. The present tense ending consisting of the mid central vowel [ə] followed by the voiced alveolar fricative [z], after verb endings in:
(1) [s], as in "passes;"
(2) [ʃ], as in "washes;"
(3) [tʃ], as in "teaches."

III. PROCEDURES

1. Model. Show the picture of the teacher teaching art. Model the dialog below with two puppets:

   1st P: WHO'S SHE?

   The puppet points to the teacher in the picture

   2nd P: SHE'S THE TEACHER.

   1st P: YES, BUT SHE'S A SPECIAL TEACHER.
   SHE'S THE TEACHER WHO TEACHES ART.

2. Use the first puppet. Go through all the sentences and phrases before repeating the echo activity. Model: (1). Echo: ◯(2), ⊙.

   SHE'S THE TEACHER WHO
   TEACHES ART.

   SHE'S THE TEACHER WHO
   TEACHES ART.

   If a pupil's rhythm (see OBJECTIVES) is not correct when he echoes individually, model and have him echo again.

   SHE'S THE TEACHER

   SHE'S THE TEACHER

   Leave intonation hanging until final phrase is added.

   SHE'S THE TEACHER
   WHO TEACHES

   SHE'S THE TEACHER WHO
   TEACHES

   SHE'S THE TEACHER
   WHO TEACHES ART.

   SHE'S THE TEACHER WHO
   TEACHES ART.

3. Free Dialog: Point to the teacher in the picture.

   WHAT DOES SHE DO?

   Supply the answer if necessary.

   SHE TEACHES

Lesson 81

4. Model: (2). Echo ◯(2), ⊙.

TEACHES

TEACHES

5. Repeat steps 1-4 for "passes," say with the picture of the pupil passing paper.

6. Repeat steps 1-4 for "washes," say with the picture of the woman washing dishes.

7. Free Dialog. Put all the pictures, picture-side hidden, on the chalk rail. Have each pupil, one at a time, take a picture, turn it for the group to see and then ask, for example:

1st L: WHO'S HE?

2nd L: HE'S THE MAN WHO WASHES CARS.

You may need to help the pupils with the school subject names (such as, "arithmetic"). Accept appropriate substitutions (e.g. "numbers" for "arithmetic" or "drawing" for "art").

If a pupil's rhythm and/or pronunciation of the present tense endings are not correct when he responds, model and have him echo.

Test:

Put the pictures on the chalk rail, picture-side hidden. Choose one, say the teacher teaching art, and tell a story-riddle about her. Be sure the information fits the picture. For example:

I SEE A TEACHER.
SHE HAS A PAINT BRUSH
IN HER HAND. SHE LIKES
PRETTY PICTURES. WHO IS
SHE?

Likely Errors

a. No significant rise in pitch on the antecedent noun before "who."

b. [əz] → *[əs] ~ *[iz] ~ *[is] for -es after a verb.

c. [tʃ] → *[ts] ~ *[ʃ] in "teach."

d. [ʃ] → * [s] in "wash."

SHE'S THE TEACHER WHO
TEACHES ART.

Continue in this manner with the other pictures, but let volunteers choose the pictures and tell the story-riddles, For example:

1st L: I SEE A MAN. HE HAS A CLOTH IN HIS HAND. WHO IS HE?

2nd L: HE'S THE MAN WHO WASHES THE WINDOWS.

Lesson 82

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [əz] as a present tense ending after [tʃ], as in "teaches."

2. The learner will be able to say sentences with who relative clauses like the following:

Who's the teacher who teaches first grade?
Miss Brown's the teacher who teaches first grade.

Is she the teacher who teaches first grade?
No, she's the teacher who teaches second grade.

3. New vocabulary: grade, pitches, catches

B. Test: See page 5.

II. MATERIALS

A. A picture of a baseball scene with the catcher, batter, and pitcher as prominent figures

B. Individual pictures of each teacher in the school, or of each "special" teacher from lesson 81, such as art teacher, music teacher, etc.

C. Two puppets.

III. PROCEDURE

A. Pronunciation

1. Free Dialog. Show the picture of the boys playing baseball. Encourage comments about baseball.

Teaching Points

a. The present tense ending consisting of the mid central vowel [ə] followed by the voiced alveolar fricative [z], after verbs ending in the voiceless affricate [tʃ], e.g., [tiytʃəz].

b. Who relative clauses after human nouns like "teacher."

c. Who questions and yes-no questions with a form of "be" as the main verb as cues for responses containing a relative clause.

For example:

WHAT ARE THEY DOING?

1st L: PLAYING BASEBALL. WE PLAY BASEBALL AFTER SCHOOL. SOMETIMES MY DAD PLAYS BASEBALL WITH US AT HOME.

2nd L: I LIKE TO PLAY WITH A SOFT BALL. MY BIG BROTHER HAS A HARD BASEBALL. IT HURTS.

3rd L: NEXT YEAR I'M GOING TO PLAY IN THE LITTLE LEAGUE. I WANT TO BE A PITCHER.

Etc.

2. Free Dialog. Point to the pitcher in the picture.

HE'S THE PITCHER. HE'S THE PLAYER WHO PITCHES THE BALL.

WHAT'S HE?

HE'S THE CATCHER. HE'S THE PLAYER WHO CATCHES THE BALL.

Point to the catcher in the picture. Model the answer if necessary.

3. Free Dialog. Identify the boys by name, in the manner indicated below:

HE'S BILL.
HE'S THE PLAYER WHO PITCHES THE BALL. HE'S THE PITCHER.

WHAT'S HE?

Point to the pitcher.

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HE'S THE PITCHER. HE'S THE ONE WHO PITCHES THE BALL.

Model the answer if necessary.

4. Model: (2). Echo: ◯ (2), ⊙ .

PITCHES

PITCHES

5. Free Dialog. Point to the boy at bat.

HE'S JACK. HE'S THE BATTER. HE'S THE PLAYER WHO WANTS TO HIT THE BALL.
WHAT'S HE?

HE'S JACK, THE BATTER. HE'S THE PLAYER WHO WANTS TO HIT THE BALL.

Model the answer if necessary.
or: "He's the player who hits the ball."

HE'S TOM. HE'S THE PLAYER WHO CATCHES THE BALL. HE'S THE CATCHER.
WHAT'S HE?

Point to the catcher.

TOM'S THE CATCHER. HE'S THE PLAYER WHO CATCHES THE BALL.

Model the answer if necessary.

6. Model: (2), Echo: ⊙ .

CATCHES

CATCHES

7. Model: (2).

BILL IS THE PLAYER WHO PITCHES THE BALL TO JACK.
TOM IS THE PLAYER WHO CATCHES THE BALL AND THEN PITCHES IT BACK TO BILL.

8. Recite the rhyme in step 7 and have the pupils repeat each line after you.

B. Presentation

1. Model: Put the pictures of the teachers on the chalk rail, picture-side showing. Model with two puppets.

   1st P: IS SHE THE TEACHER WHO TEACHES FIRST GRADE?

   2nd P: NO, SHE'S THE TEACHER WHO TEACHES SECOND GRADE.

2. Model: (2). Echo: ○ (2), ⊙ .

   1st P: IS SHE THE TEACHER WHO TEACHES FIRST GRADE?

   IS SHE THE TEACHER WHO TEACHES FIRST GRADE?

   2nd P: NO, SHE'S THE TEACHER WHO TEACHES SECOND GRADE.

   NO, SHE'S THE TEACHER WHO TEACHES SECOND GRADE.

3. Free Dialog. Let each pupil, one at a time, choose a different picture and ask, for example:

   1st L: IS SHE THE TEACHER WHO TEACHES THIRD GRADE?

   2nd L: NO, SHE'S THE TEACHER WHO TEACHES FIRST GRADE.

4. Model: (2).

   1st P: WHO'S THE TEACHER WHO TEACHES FIRST GRADE?

   2nd P: [MISS / MR. / MRS.] _____.

The puppet points to one of the pictures, say the second grade teacher.

Or, ". . .who teaches music?"

The puppet holds up the picture of the first grade teacher.

Lesson 82

5. Chain Dialog. Give each pupil one of the pictures of a teacher. Take one yourself.

WHO'S THE TEACHER WHO TEACHES FOURTH GRADE?

1st L: MR._____.

WHO'S THE TEACHER WHO TEACHES FIRST GRADE?

2nd L: MRS.____.

WHO'S THE TEACHER WHO TEACHES FIFTH GRADE?

ETC.

If you're using the pictures of the "special" teachers, give each a name beforehand.

You may need to help with the names of less well-known teachers. The pupil holds up his picture.

The pupil holds up his picture.

Test:

Put the pictures of the teachers on the chalk rail. Let each pupil, one at a time, point to a picture and ask a question. Model to demonstrate.

1st L: WHO'S MR._____?

2nd L: HE'S THE TEACHER WHO TEACHES SIXTH GRADE.

Likely Errors

a. [əz] → *[əs] ~ *[iz] ⌣ *[is] for -es after a verb.

b. [tʃ] → *[ts] ⌣ *[ʃ] ⌣ *[s] for ch in "teach," "catch," etc.

c. He's the teacher who teaches sixth grade. → *He's the teacher who teach sixth grade.

d. He's the teacher who teaches sixth grade. → *He's the teacher which teaches sixth grade.

Level II

Lesson 83

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [əz] as a present tense ending after [ʃ], as in "washes."

2. The learner will be able to say sentences with <u>which</u> relative clauses like the following:

   Do you want the surprise which is in sack one?
   No, I want the surprise which is in sack four.

3. New vocabulary: surprise.

B. Test: See pages 5 and 6.

II. MATERIALS

A. One paper sack for each pupil. Put a number (1, 2, 3, etc.), or a letter (A, B, C, etc.), on each sack.

B. A surprise to put in each sack (suggestions: colorful pencil erasers, colored pencils, small notepads, small unbreakable mirrors, wrapped penny candy)

C. Pictures of two like things in different locations. Have one for each pupil and two for demonstration. Examples: a bicycle on the sidewalk and a bicycle on the porch; a doll on a shelf and a doll on a chair; and a kitten in a basket and a kitten on a pillow

D. Song: "HERE WE GO ROUND THE MULBERRY BUSH" in <u>Birchard Music Series</u>, <u>Kindergarten</u>, California State Series, 960, page 9

E. Two puppets.

Teaching Points

a. The present tense ending consisting of the mid central vowel [ə] followed by the voiced alveolar fricative [z], after verbs ending in the voiceless palatal fricative [ʃ], such as, [waʃəz].

b. <u>Which</u> relative clauses after nonhuman, inanimate nouns like "surprise" and "bicycle"

III. PROCEDURE

A. Pronunciation

1. Have the children sing and dramatize this familiar song:

HERE WE GO ROUND THE MULBERRY BUSH, THE MULBERRY BUSH, THE MULBERRY BUSH, HERE WE GO ROUND THE MULBERRY BUSH, SO EARLY IN THE MORNING.

THIS IS THE WAY WE WASH OUR CLOTHES, WE WASH OUR CLOTHES, WE WASH OUR CLOTHES.

THIS IS THE WAY WE WASH OUR CLOTHES, SO EARLY IN MORNING.

2. Whisper to a boy to pretend he's washing his face. Point to the boy.

WHAT'S HE DOING?

HE'S WASHING HIS FACE.

3. Have the pupils join you. Sing the verse below while the boy continues to "wash his face."

THAT'S THE WAY HE WASHES HIS FACE, HE WASHES HIS FACE, HE WASHES HIS FACE,

THAT'S THE WAY HE WASHES HIS FACE, SO EARLY IN THE MORNING.

4. Repeat steps 2 and 3, with a different pupil doing the pantomime each time, for "washes the window," "washes his hair," "washes his dog," "washes the car," and "washes the dishes."

B. Presentation

1. Show one of the pictures, say of the kittens, and model the dialog below with two puppets.
Model (1).

1st P: THERE ARE TWO KITTENS IN THE PICTURE.
ONE IS IN A BASKET.
THE OTHER ONE IS ON A PILLOW.
WHICH ONE DO YOU LIKE?

2nd P: I LIKE THE KITTEN WHICH IS IN THE BASKET.
WHICH ONE DO YOU LIKE?

1st P: I LIKE THE ONE WHICH IN ON THE PILLOW.

Even though the use of "which is" may seem too formal, it is necessary to present it to the pupils in order for them to see the distinction between the who and which relative clauses. As soon as you feel the pupils are aware of this distinction, you may move ahead and delete the relative pronoun, for example, "I like the kitten in the basket."

2. Chain Dialog:

WHICH ONE DO YOU LIKE?

1st L: I LIKE THE ONE WHICH IS IN THE BASKET.
WHICH ONE DO YOU LIKE?

Model the answer if necessary. Accept: "I like the kitten which is in the basket."

2nd L: I LIKE THE ONE WHICH IS ON THE PILLOW.
WHICH ONE DO YOU LIKE?

Accept short answers like, "The one which is on the pillow," "The one on the pillow," but encourage

ETC.

3. Free Dialog. Let each pupil, one at a time, select a picture and describe it, by asking several pupils the questions. For example:

1st L: THERE ARE TWO BICYCLES IN THE PICTURE. ONE IS ON THE SIDEWALK. THE OTHER ONE IS ON THE PORCH. THE ONE ON THE SIDEWALK IS NEW. WHICH BICYCLE DO YOU LIKE?

2nd L: I LIKE THE BICYCLE WHICH IS ON THE PORCH. IT'S FOR A GIRL.

1st L: WHICH ONE DO YOU LIKE?

3rd L: I LIKE THE ONE WHICH IS ON THE PORCH, TOO.

4. Put the numbered sacks, each with a surprise hidden inside, on a table. Model the dialog with two puppets.
Model: (1). Echo: (2).

1st P: THERE'S A SURPRISE IN EACH SACK.

DO YOU WANT THE SURPRISE WHICH IS IN SACK ONE?

the full answer by getting yourself into the chain dialog and responding with a full answer.

DO YOU WANT THE SURPRISE WHICH IS IN SACK ONE?

2nd P: NO, I WANT THE SURPRISE WHICH IS IN SACK THREE.

NO, I WANT THE SURPRISE WHICH IS IN SACK THREE.

Test:

1. Chain Dialog. Use the numbered sacks.

JACK, DO YOU WANT THE SURPRISE WHICH IS IN SACK SIX?

Jack: YES, I WANT THE SURPRISE WHICH IS IN SACK SIX.

Give Jack his surprise and have Jack select a sack and then ask his neighbor:

MARY, DO YOU WANT THE SURPRISE WHICH IS IN SACK FOUR?

Continue in this manner until everyone has had a turn.

Likely Errors

a. [əz] → *[əs] ~ *[iz] ~ *[is] for -es after a verb.

b. [ʃ] → *[s] for sh in "wash."

c. I want the one which is in sack six. → *I want the one who is in sack six.

d. I want the one which is in sack six. → *I want the one which are in sack six.

2. Whisper to a girl to pretend she's washing her face.

   TOM, THAT'S THE WAY
   SHE_____.

   Tom: WASHES HER FACE.

3. Repeat step 2 with other "washing" pantomimes until everyone has produced "washes."

Level II

Lesson 84

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [əz] as a present tense ending after [s], as in "passes."

2. The learner will be able to say sentences with who and which relative clauses like the following:

   This is the boy who was in a car.
   This is the kitten which was on a bed.

3. New vocabulary: These will depend on the pictures you select.

B. Test: See pages 4 and 5.

II. MATERIALS

A. Two or three pictures (or cutouts) of children on their way to school, for example: a boy passing by a church, a girl passing by a store, a girl passing by a park, a boy passing by a fire station. You may want to substitute flannel board cutouts for the pictures. With the cutouts it would be possible to show the "passing" action.

B. A shoe box and a small ball (to put in the shoe box).

C. Pictures of boys and pictures of kittens, as for example: a boy in bed, a boy at school, a boy in a store, a boy at the park, a boy on a bicycle, and a boy in a car; and a kitten in a tree, a kitten in a box, a kitten on a chair, a kitten in a car, a kitten on a bed, and a kitten in a sand box.

Teaching Points

a. The present tense ending consisting of the mid-central vowel [ə] followed by the voiced alveolar fricative [z], after verbs ending in the voiceless alveolar fricative [s], e.g., [pæ səz].

b. The distinction between who and which as relative pronouns:
   (1) who after human nouns;
   (2) which after inanimate nouns.

III. PROCEDURE

A. Pronunciation

1. Free Dialog. Show one of the pictures of children walking to school.

HE'S WALKING TO SCHOOL.
WHAT DOES HE PASS ON
HIS WAY TO SCHOOL?

1st L: HE PASSES A CHURCH.

Show another picture.

SHE'S GOING TO SCHOOL,
TOO. WHAT DOES SHE
PASS?

2nd L: SHE PASSES THE GROCERY STORE AND THE DIME STORE.

ETC.

2. Free Dialog. Ask each pupil similar questions and encourage expanded comments. For interest draw a simple illustrated map on the board, including the school and places the children mention. Sample dialog:

TOM, WHAT DO YOU PASS
ON YOUR WAY TO SCHOOL?

Tom: I PASS MR. SMITH'S HOUSE. THEN I GO ACROSS THE HIGHWAY. THE CROSSING GUARD IS THERE.

MARY, WHAT DO YOU PASS
ON YOUR WAY TO SCHOOL?

Mary: I COME ON THE BUS. I PASS JOE'S HOUSE AND I PASS MY CHURCH.

ETC.

3. Memory game: Ask each pupil about another pupil. For example:

JOE, WHAT DOES MARY PASS ON HER WAY TO SCHOOL?

Joe: SHE PASSES MY HOUSE.

Model and have the pupil echo if he does not pronounce "passes" correctly

TOM, WHAT ELSE DOES MARY PASS ON HER WAY TO SCHOOL?

Tom: SHE PASSES A CHURCH.

JANE, WHAT DOES TOM PASS?

Jane: TOM PASSES MR. SMITH'S HOUSE. I KNOW HIM, TOO. HE HAS THREE OLD CARS AND A LITTLE BOAT.

B. Presentation

Put the box, with a ball in it, on the table. Have a pupil turn his back and close his eyes while you signal another pupil to take the ball from the box and hide it in his hand. Have the group ask the question and the pupil guess until he guesses correctly. Model to demonstrate.

○: WHO TOOK THE BALL WHICH WAS IN THE BOX?

L: WAS IT JOE WHO TOOK THE BALL?

○: NO, IT WASN'T.

Lesson 84

L: WAS IT MARY WHO TOOK THE BALL?

○: YES, IT WAS.

Mary shows she has the ball.

Repeat until everyone has had a turn.

Test:

1. Chain Dialog. Refer back to the illustrated map you drew on the board. Point to the church on the map.

   WHO PASSES THE CHURCH ON THE WAY TO SCHOOL?

   1st L: MARY PASSES IT. WHO PASSES THE PARK? (The student points to the park on the map).

   2nd L: JOE. WHO PASSES THE STORE? (The student points to the store on the map).

   ETC.

2. Free Dialog. Put the pictures of the boys and the kittens on the chalk rail. As you point to the appropriate pictures on the chalk rail, say:

Likely Errors

a. [əz]→*[əs]~*[iz]~*[is] in "passes."

b. This is the boy who was in a car. → *This is the boy which was in a car.

c. This is the kitten which was on a bed. → *This is the kitten who was on a a bed.

YESTERDAY I SAW SOME
BOYS AND SOME KITTENS.
THIS IS THE BOY WHO WAS
AT SCHOOL. THIS IS THE
KITTEN WHICH WAS IN A
TREE.

(Pointing to the appropriate picture, say:)

THIS IS THE BOY_____. WHO WAS IN A CAR.

THIS IS THE KITTEN_____. WHICH WAS ON A BED.

ETC.

I. OBJECTIVES

Content

1. The learner will become familiar with sentences containing <u>who</u> relative clauses like those in lesson 82, 83, and 84.

2. The learner will become familiar with sentences containing <u>which</u> relative clauses like those in lessons 83 and 84.

3. New vocabulary: These will depend on the pictures you select.

II. MATERIALS

A. Series of two pictures (to elicit <u>who</u> clauses), for example: a woman (1) buying milk, and (2) serving milk to her children; a woman (1) buying oranges, and (2) making orange juice; a boy (1) arriving at the beach, and (2) playing ball at the beach; a girl (1) arriving at the beach, and (2) swimming; a boy (1) getting a book at the library, and (2) reading it; and a boy (1) buying a hamburger, and (2) eating it.

B. Series of two pictures (to elicit <u>which</u> clauses), for example: a dog (1) looking at a cat, and (2) chasing the cat; a horse (1) looking at a tree full of apples, and (2) taking a bite out of one of the apples; a duck (1) standing by a pond, and (2) swimming in the pond; and a kitten (1) at the bottom of a tree, and (2) up in the tree.

C. Pairs of pictures (to elicit <u>who</u>), for example: (1) a girl with a red bicycle, and (2) a girl with a blue bicycle; (1) a boy with a yellow sweater, and (2) a boy with a brown sweater; (1) a baby in a crib, and (2) a baby in a high chair.

Lesson 85

Teaching Points

a. <u>Who</u> relative clauses after human nouns like "boy."

b. <u>Which</u> relative clauses after non-human nouns like "kitten."

c. The concept of sequence, as exemplified by the pictures in series as contrasted with the pictures in pairs (see Materials).

Appropriate pictures can be found in magazines, reading readiness books, reading books, and workbooks.

The number of sets you will need depend on the size of your group and the amount of class-time you have. Be sure to select pictures for both the <u>who</u> and <u>which</u> relative clauses. Alternate them in the presentation.

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D. Pairs of pictures (to elicit which), for example: (1) a white kitten with a red collar, and (2) a white kitten with a green collar; (1) a blue car in a garage, and (2) a blue car on the street; (1) a doll in a buggy, and (2) a doll on a chair.

III. PROCEDURE

1. Free Dialog. Hold up the first picture in each set, one at a time, and ask, for example:

The objective of this activity is to make sure the children know the vocabulary that will be needed.

WHAT DID SHE DO?

SHE BOUGHT SOME ORANGES.

Hold up the picture of the woman buying some oranges. Model answers whenever necessary.

WHERE WAS THE KITTEN?

IT WAS UNDER A TREE.

Hold up the picture of the kitten at the bottom of the tree.

WHERE WAS HE?

HE WAS AT THE BEACH.

Hold up the picture of the boy at the beach.

ETC.

2. Free Dialog. Show all the series of pictures, one set at a time, identifying them with sentences like, "The boy who was at the beach played ball." Then put them away. Now take one of the series of pictures, say of the boy at the beach. Show the first picture of the set and have each pupil guess what is in the second picture. Put the second picture of the set, picture-side hidden, on the chalk rail. Point to the picture.

WHAT DID THE BOY WHO WAS AT THE BEACH DO?

Jane: THE BOY WHO WAS AT THE BEACH WENT SWIMMING.

Model the full form in order to encourage full responses, but accept short responses

Joe: THE BOY WHO WAS AT THE BEACH PLAYED BALL.

Tom: THE BOY WHO WAS AT THE BEACH PLAYED IN THE SAND.

ETC.

JOE WAS RIGHT.
THE BOY WHO WAS AT THE BEACH PLAYED BALL.

WHAT DID THE KITTEN WHICH WAS UNDER THE TREE DO?

Tom: THE KITTEN WHICH WAS UNDER THE TREE RAN AWAY.

Mary: THE KITTEN WHICH WAS UNDER THE TREE WENT TO SLEEP.

Jane: THE KITTEN WHICH WAS UNDER THE TREE CLIMBED UP ON A BRANCH.

ETC.

JANE WAS RIGHT.

3. Repeat step 2 with the other sets of pictures. Don't discourage the children's expanded comments about their own experiences related to the subjects in the pictures.

4. Chain Dialog. Put the pairs of pictures on the chalk rail. Have each pupil, one at a time, describe a pair and then question another pupil. Initiate the activity.

THIS WHITE KITTEN HAS A RED COLLAR.

like, "He went swimming." A procedure to elicit the desired fuller forms might be:

Who did? ---The boy,
What boy? ---The boy who was at the beach.

Etc.

Show the picture.

Show the first picture of the set.

Show the second picture of the set.

THIS WHITE KITTEN HAS A
GREEN COLLAR.
WHICH KITTEN DO YOU LIKE?

Point to the appropriate pair of pictures.

Jane: THE KITTEN WHICH HAS A RED COLLAR.

Accept "The kitten with a red collar."

THIS GIRL HAS A RED BICYCLE. THE OTHER GIRL HAS A BLUE BICYCLE. WHICH GIRL DO YOU LIKE?

Jane select a pair of pictures to describe.

Mary: I LIKE THE GIRL WHO HAS THE RED BICYCLE.

Accept "I like the girl with the red bicycle."

ETC.

Level II

Lesson 86

I. OBJECTIVES

A. Content

1. The learner will be able to produce the rhythm of questions with relative clauses of location, as in:

Is this the box / where the pencil is?

Or: Is this / the box / where the pencil is?

2. The learner will be able to pronounce [ð] and [θ] before vowels at the beginning of words, and after vowels at the end of words, as in, respectively, "these" and "things;" and "breathe" and "mouth."

3. New vocabulary: breathe, mouth.

B. No Test.

II. MATERIALS

A. Two shoe boxes and a pencil

B. Various items the pupils have, such as: pencils, books, paper, rings, toys, etc.; and similar items that you have.

C. Two puppets.

Teaching Points

a. A break (or pause) and a rise in pitch at the end of the first clause (just before "where") followed by the intonation pattern for yes-no questions for the where clause.

b. The dental fricatives before and after vowels:
(1) the voiced [ð],
(2) the voiceless [θ].

III. PROCEDURES

1. Put the two shoe boxes on the desk in front of you. Hold one puppet behind you while you put a pencil in one of the boxes with the other puppet. Then bring out the from behind you and model.
   Model: (3).

   Bobo: GUESS WHERE THE PENCIL IS.

   Boba: IS THAT THE BOX WHERE THE PENCIL IS?

   Boba points to the wrong box.

   Bobo: NO, IT ISN'T. THAT'S THE BOX WHERE THE PENCIL IS THE PENCIL IS.

   Bobo picks up the pencil from the right box and shows it.

2. Model: (3). Echo: (3).

IS THAT / THE BOX / WHERE THE PENCIL IS?

IS THAT / THE BOX / WHERE THE PENCIL IS?

IS THAT

IS THAT

THE BOX

THE BOX

WHERE THE PENCIL IS?

WHERE THE PENCIL IS?

IS THAT THE BOX WHERE THE PENCIL IS?

IS THAT THE BOX WHERE THE PENCIL IS?

3. Have two pupils at a time come up and play the guessing game modeled by the puppets in step 1. Continue until all have had a chance to play both roles.

4. Put your things (pencils, books, etc.) on your desk.
Model: (3). Echo: ◯ (2), ⊙.

THOSE

THINGS

THOSE THINGS

THOSE

THINGS

THOSE THINGS

Point to your things on your desk. Everyone points to the things on your desk. Be sure there is a clear contrast between the "th" of "those" and the "th" of "things."

5. Have the pupils hold two or more items which belong to them while you hold up two or more items which belong to you.
Model: (3). Echo: ◯ (2), ⊙.

THESE THINGS ARE MINE.

THESE THINGS

ARE MINE.

THESE THINGS ARE MINE.

THESE THINGS ARE MINE.

THESE THINGS

ARE MINE.

THESE THINGS ARE MINE.

6. Model: (3). Echo: ◯ (3), ⊙.

CAN YOU BREATHE THROUGH
YOUR MOUTH?

CAN YOU BREATHE THROUGH
YOUR MOUTH?

CAN YOU BREATHE

THROUGH YOUR MOUTH?

CAN YOU BREATH THROUGH
YOUR MOUTH?

CAN YOU BREATHE

THROUGH YOUR MOUTH?

CAN YOU BREATHE THROUGH
YOUR MOUTH?

7. If there is time, have the pupils repeat step 3. This can be the test for the rhythm of questions with relative clauses of location.

Lesson 87

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [ð] and [θ] before vowels at the beginning of words, as in "these" and "things."

2. The learner will be able to ask yes-no questions with relative clauses of location like the following:

   Is that the sack where the marbles are?

   Is this the desk where you put the pencil?

3. The learner will be able to respond to such questions with answers like the following:

   > Yes, it is.
   > No, it isn't. That's the sack where the marbles are.

B. Test: See page 5.

II. MATERIALS

A. Cutouts of the letter "z" pasted on cards (pieces of cardboard): two white cutouts on one card and two yellow cutouts on another card

B. Two puppets

C. Three paper sacks

D. Several small objects, such as: a pencil, a ring, a marble, etc.

Teaching Points

a. The voiced dental fricative [ð] and the voiceless dental fricative [θ] before vowels.

b. Yes-no questions containing a where relative clause.

c. Where relative clauses with either a form of "be" or a regular verb ("put") as its main verb.

d. Responses to questions like b.

III. PROCEDURES

1. Model: (3). Echo: ◯ (3), ⊙ .

THESE THINGS ARE MINE.

THESE THINGS

ARE MINE.

THESE THINGS ARE MINE.

THESE THINGS ARE MINE.

THESE THINGS

ARE MINE.

THESE THINGS ARE MINE.

Hold up several things that belong to you.

Have the pupils hold up several things that belong to them.

2. Place the white z's on the chalk rail. Point to them from a distance.
Model: (3). Echo: ◯ (3), ⊙ .

THOSE ARE WHITE Z'S.

THOSE

ARE WHITE Z'S.

THOSE ARE WHITE Z'S.

THOSE ARE WHITE Z'S.

THOSE

ARE WHITE Z'S.

THOSE ARE WHITE Z'S.

3. Repeat step 2 with the yellow z's.

4. Chain Dialog. Have the pupils come up and as you give the first learner one of the cards with z's of the same color pasted on it, ask:

WHAT ARE THOSE?

1st L: THESE ARE [WHITE / YELLOW] Z'S.

Give him the other card and let him choose which card he will hand over to the 2nd learner:

1st L: WHAT ARE THOSE?

2nd L: THESE ARE [WHITE / YELLOW] Z'S.

The 2nd learner now receives the other card as well and he chooses which to hand over to the next pupil:

2nd L: WHAT ARE THOSE?

Go once around the class.

5. Draw a picture on the board of a child singing. Say: Model (2).

THE BOY SINGS.

Then put some things on the corner of your desk and say:

THESE ARE MY THINGS.

6. As you say each word point to the appropriate item (picture or things).
Model: (3). Echo: ◯ (3), ⊙.

SINGS - THINGS

THINGS - SINGS

THINGS - SINGS

7. Chain response: Call on individuals to point to the appropriate item after you say it.

THINGS, JANE.

Jane points to the things.

SINGS, JOE.

Joe points to the picture of the boy singing.

Now have Joe say:

Joe: THINGS, MIKE

Mike points to the things.

SINGS, ANN.

Ann points to the picture of the boy singing.

ETC.

Go once around the room.

8. Take two puppets and play a guessing game. Boba turns her head while Bobo puts the ring in one of the sacks. Then Boba turns and points to one of the sacks.

Boba:
IS THAT THE SACK WHERE YOU
PUT THE RING?

Bobo:
YES, IT IS.

Now Boba puts a pencil in one of the sacks while Bobo turns his head.

Bobo:
IS THAT THE SACK WHERE YOU
PUT THE RING?

Boba:
NO, IT ISN'T. THAT'S THE
SACK WHERE I PUT THE RING.

Boba points to the appropriate sack.

9. Have the children hold the puppets and imitate the dialog in step 8.

10. Repeat steps 8 and 9 with the following dialog:

IS THAT THE SACK WHERE THE
PENCILS ARE?

YES, IT IS. NO, IT ISN'T. THAT'S THE SACK WHERE THE PENCILS ARE.

Test:

1. Divide the class into two teams for this guessing game. Use three paper sacks in the game to give the pupils more opportunity for a negative answer. Have one member of each team come up to play the game. Give each pupil a chance to play both roles. The team with the highest score wins.

   1st L of Team # 2 hides the pencil.

   1st L of Team # 1:
   IS THIS THE SACK WHERE YOU PUT THE PENCILS?

   1st L of Team # 2:
   YES, IT IS.

   Team #1 gets a point. Then the 1st L of Team # 1 hides the pencil.

   1st L of Team # 2:
   IS THIS THE SACK WHERE YOU PUT THE PENCIL?

   1st L of Team # 1:
   NO, IT ISN'T. THAT'S THE SACK WHERE I PUT THE PENCIL.

2. Repeat with the question, "Is that the sack where the pencils are?" and the appropriate responses.

Likely Errors

a. [ð] —→*[z] ~ *[d] in "these" and "those."

b. [θ]—→ *[s] ~ *[t] in "things."

c. Is that the sack where the marbles are? —→ *Is that the sack where are the marbles?

d. Is that the sack where you put the pencils?—→ *Is that the sack where you put the pencils are?

Lesson 88

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [ð] and [θ] after vowels at the end of words, as in "breathe" and "mouth."

2. The learner will be able to ask yes-no questions like the following:

   Is the yellow pencil here?

   Are the marbles there?

3. The learner will be able to respond to such questions with answers like the following:

Yes, it is. No, it isn't. Here's where I put it.

B. Test: See page 4.

II. MATERIALS

A. a picture of a mouse

B. Two puppets

C. Three marbles: a red one, a yellow one, and a blue one

D. Three matchboxes

E. Classroom objects, such as: erasers, pencils, etc.

Teaching Points

a. The dental fricatives after vowels:
   (1) the voiced [ð].
   (2) the voiceless [θ].

b. Yes-no questions with a form of "be" as the main verb and containing "here" or "there" as the predicate adverb.

c. Responses to such questions, including volunteered information with "here is" ("here's") as the main clause and a where clause after it.

III. PROCEDURES

1. Model: (3). Echo: ○ (3).

CAN YOU BREATHE

THROUGH YOUR MOUTH?

CAN YOU BREATHE

THROUGH YOUR MOUTH?

CAN YOU BREATHE THROUGH
YOUR MOUTH?

CAN YOU BREATHE THROUGH
YOUR MOUTH?

2. Point to your mouth when you say "mouth," to the picture of the mouse when you say, "mouse."
Model: (3). Echo: ○ (3).

MOUTH - MOUSE

MOUTH - MOUSE

MOUSE - MOUTH

3. Point to the various parts of the mouse as you mention them.
Model: (3). Echo: ○ (3), ⊙ .

THIS MOUSE HAS A LONG TAIL,

TWO EARS,

AND A MOUTH.

THIS MOUSE HAS A LONG TAIL,

TWO EARS,

AND A MOUTH.

THIS MOUSE HAS A LONG TAIL,
TWO EARS, AND A MOUTH.

THIS MOUSE HAS A LONG TAIL,
TWO EARS, AND A MOUTH.

4. Introduce one of the puppets, "This is Sam."
Model: (2). Echo: ◯ (3), ⊙ .

HE CAN BREATHE	
	HE CAN BREATHE
WITH HIS EYES!	
	WITH HIS EYES!

Put the puppet down and address the children:

CAN YOU?	
	CAN YOU?
NO!	
	NO!

5. Have all the pupils come up, a pair at a time, and play your role, leading the class in an echo activity.

6. Take the two puppets and introduce the following dialog after you have one puppet, Sally, hide a pencil behind a book.
Model: (2). Echo: ◯ (3).

Sam: IS THE PENCIL HERE?	
	IS THE PENCIL HERE?
Sally: NO, IT ISN'T.	
	NO, IT ISN'T.
HERE'S WHERE I PUT IT.	
	HERE'S WHERE I PUT IT.

Sam points to an open drawer near by.

Sally points to where the pencil is.

Repeat (with Sam quite a ways from where the pencil is) and ask: "Is the pencil there?"

7. Free Dialog. Have a child put the different colored marbles in the matchboxes, one to each box. Put the boxes on your table.

Point to one of the boxes and address Tom:

IS THE YELLOW MARBLE THERE?

Tom (after looking in):

YES, IT IS.
NO, IT ISN'T. HERE'S WHERE I PUT IT.

Repeat with pairs of pupils taking your place and Tom's.

8. Repeat step 7 with you and the children going near the boxes and pointing to them. The question will then be, "Is the (blue) marble here?"

Test:

Have the pupils come up in pairs and play both "hide and guess" games (steps 6 and 7). Sample dialogs:

(1) ARE THE ERASERS HERE?

YES, THEY ARE.

(2) IS THE RULER THERE?

NO, IT ISN'T. HERE'S WHERE I PUT IT.

Likely Errors

a. [θ] → *[s] ~ *[t] in "mouth."

b. [ð] → *[z] ~ *[d] in "breathe."

c. Is the eraser there? → *Is there the eraser?

d. Here's where I put them. → *Here are where I put them.

Level II

Lesson 89

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [ð] between vowels, as in "mother" and "father."

2. The learner will be able to ask <u>yes-no</u> questions with relative clauses of location like the following:

   Is this the desk you put the mother in?

   Is that the table you put the father on?

3. The learner will be able to respond to such questions with answers like the following:

Yes, it is. No, it isn't. <u>That's</u> the desk I put her in.

No, that's not the table I put him on.

B. Test: See pages 4 and 5.

II. MATERIALS

A. A picture of a family: father, mother, sister, and brother.

B. Four puppets, one that looks like a father, one like a mother, one like a brother, and one like a sister.

III. PROCEDURES

1. Show the class the picture of the family. Point to each member of the family as you mention him.
   Model: (3). Echo: ◯(3), ⊙.

Teaching Points

a. The voiced dental fricative [ð] between vowels.

b. <u>Yes-no</u> questions with a relative question without a relative pronoun ("who" or "which" or "that").

c. Responses to such questions.

MOTHER

MOTHER

FATHER

FATHER

BROTHER

BROTHER

SISTER

SISTER

MOTHER

MOTHER

FATHER

FATHER

BROTHER

BROTHER

SISTER

SISTER

2. Use the picture of the family to cue each pupil. Point to one member of the family, then call on a pupil.

JANE, WHO'S THAT?

Jane: THAT'S THE MOTHER.

JOE, WHO'S THAT?

Joe: THAT'S THE FATHER.

Point to the mother

Point to the mother

Go quickly around the class making sure each pupil gets to pronounce either "father," "mother," or "brother."

3. Have one pupil come up and give him the father puppet, telling him it is the father then having him hide it in one of the desks while you cover your eyes. Then walk around and point to a desk as you ask:

JOE, IS THIS THE DESK
YOU PUT THE FATHER IN?

Lesson 89

Joe: NO, IT ISN'T.

IS THAT THE DESK YOU
PUT THE FATHER IN?

Joe: YES, IT IS.

4. Model: (3). Echo: ◯ (3), ⊙.

IS THIS THE DESK
YOU PUT THE FATHER IN?

IS THIS THE DESK YOU
PUT THE FATHER IN?

IS THIS THE DESK

IS THIS THE DESK

YOU PUT THE FATHER IN?

YOU PUT THE FATHER IN?

IS THIS THE DESK YOU
PUT THE FATHER IN?

IS THIS THE DESK YOU
PUT THE FATHER IN?

5. Now have one pupil cover his eyes while you put the mother puppet in a desk. Have him ask you:

Tom: IS THAT THE DESK YOU
PUT THE MOTHER IN?

NO, THAT'S NOT THE
DESK I PUT HER IN.

6. Model: (3). Echo: ◯ (3).

NO, THAT'S NOT THE
DESK I PUT THE MOTHER
IN.

NO, THAT'S NOT THE DESK
I PUT THE MOTHER IN.

7. Have Tom ask you again:

Point to another desk. Do this till you find the father puppet.

Tom: IS THAT THE DESK YOU PUT THE MOTHER IN?

NO, IT ISN'T. THAT'S THE DESK I PUT HER IN.

8. Model: (3). Echo: ◯(3).

NO, IT ISN'T. THAT'S THE DESK I PUT HER IN.

NO, IT ISN'T. THAT'S THE DESK I PUT HER IN.

Point to the desk.

Test:

Divide the class into two teams for this guessing game. Each "guesser" gets two chances to guess where the puppets are hidden. The pupil who makes the correct guess earns a point for his team. For example:

1st L-Team 1: IS THAT THE BOX YOU PUT THE BROTHER UNDER?

1st L-Team 2: NO, THAT'S NOT THE BOX I PUT HIM UNDER.

1st L-Team 1: IS THAT THE BOX YOU PUT HIM UNDER?

1st L-Team 2: NO, IT ISN'T. THAT'S THE BOX I PUT HIM UNDER.

Team #1 doesn't get a point.

Likely Errors

a. [ð]→* [d]~* [z] in "father," "mother," and "brother."

When all the members of team 1 have had a chance to guess, they get to hide the puppet, and the members of team 2 do the guessing.

1st L-Team 2: IS THAT THE CHAIR YOU PUT FATHER UNDER.

1st L-Team 1: YES, IT IS.

Team #2 gets a point.

ETC.

Level II

Lesson 90

I. OBJECTIVES

A. Content

1. The learner will become familiar with yes-no questions like those in lessons 87, 88, and 89.

2. The learner will become familiar with the responses to such questions, like those in lessons 87, 88, and 89.

B. No Test.

II. MATERIALS

A. Objects the pupils can hide, such as, a pencil, a marble, an eraser, a ring, etc.

B. The four puppets from lesson 89.

III. PROCEDURES

1. This activity is a continuation of the activity used in the test of lesson 89. The only difference is that the pupils should be encouraged to use all of the structures learned in lessons 87, 88, and 89

1st L-Team #1: IS THIS THE SACK WHERE YOU PUT THE SISTER?

Teaching Points

a. Yes-no questions with a form of "be" as the main verb and containing "here" or "there" as the predicate adverb.

b. Yes-no questions containing where relative clauses.

c. Yes-no questions containing relative clauses without relative pronouns.

1st L of team #2 hides an object.

1st L-Team #2: YES, IT IS.
NO, IT ISN'T.
NO, THAT'S NOT THE SACK WHERE I PUT THE SISTER.

1st L-Team #2: IS THE BROTHER HERE? THERE?

1st L-Team #1: YES, HE IS.
NO, HE ISN'T. HERE'S WHERE THE BROTHER IS.

2nd L-Team #1: IS THIS THE CHAIR YOU PUT MOTHER UNDER?

2nd L-Team #2: YES, IT IS.
NO, THAT'S NOT THE CHAIR I PUT HER UNDER.
NO, IT ISN'T. HERE'S WHERE I PUT HER.

ETC.

Keep points as you did in lesson 89 to make the game more interesting.

2. Repeat the procedure in step 1, but this time use the objects (instead of the puppets) to be referred to in the responses as "it."

Lesson 91

I. OBJECTIVES

A. Content

1. The learner will be able to produce the rhythm of sentences containing indirect question clauses, as in:

Joe,/ ask Mary/ where the pencil is.

2. The learner will be able to pronounce [əz] as a plural ending after [z], [ʒ], and [dʒ], as in "prizes," "garages," and "badges."

B. Test: See pages 4 and 5.

II. MATERIALS

A. Pictures of prizes, garages, and badges

B. Two puppets

C. A box of prizes, preferably the same as those in the picture: balloons, gum, and candy.

D. A pencil for each pupil.

Teaching Points

a. The rhythm of where indirect question: between the "where" clause (a phrase break) and the rest of the sentence.

b. The plural ending [əz] consisting of the mid central vowel [ə] followed by the voiced alveolar fricative [z].

c. The use of the plural ending [əz] after:
(1) the voiced alveolar fricative [z];
(2) the voiced palatal fricative [ʒ];
(3) the voiced affricate [dʒ].

Lesson 91

III. PROCEDURES

1. Have the two puppets model the following dialog:
   Model: (3).

   1st P: JOE, ASK MARY
   WHERE THE PENCIL
   IS.

   2nd P: MARY, WHERE'S
   THE PENCIL?

   Have the 1st puppet look at the 2nd.

   Have the 2nd puppet turn and look at Mary.

2. Have the children echo the full sentence before they echo "Joe" again.
   Echo: (3), .

   JOE,

   JOE,

   ASK MARY

   ASK MARY

   WHERE THE PENCIL IS.

   WHERE THE PENCIL IS.

   JOE, ASK MARY WHERE
   THE PENCIL IS.

   JOE, ASK MARY WHERE THE
   PENCIL IS.

3. Repeat step 1 having pairs of pupils taking turns holding the puppets and saying the lines.

4. Model: (3).

   SOMETIMES YOU WIN PRIZES
   AT A PARTY. I HAVE SOME
   PRIZES IN THE BOX.

   Hold up the box of prizes.

   FOR PRIZES I HAVE BALLOONS,
   GUM, AND CANDY. THOSE ARE
   PRIZES.

   Hold up the balloons, gum, and candy. Put the prizes down on the table and point to them.

Lesson 91

5. Model: (3).

CARS ARE PARKED IN
GARAGES. HERE ARE
SOME GARAGES.

Put a picture of garages on the chalk rail and point to it.

6. Model: (3).

POLICEMEN WEAR BADGES.
HERE ARE SOME BADGES.

Put a picture of badges on the chalk rail and point to it.

7. Model: (3). Echo: ◯ (3), ⊙.

THOSE ARE PRIZES.

THOSE ARE GARAGES.

THOSE ARE BADGES.

THOSE ARE PRIZES.

THOSE ARE GARAGES.

THOSE ARE BADGES.

Point to each class of items as you mention it.

8. Chain Comments. Start off the chain by saying a sentence or more about each picture. Then have each pupil in turn do the same. Encourage a variety of sentences by modeling some if you have to. Some of the sentences may sound like this:

A NEW STORE OPENED UP IN TOWN. THEY GAVE AWAY PRIZES.
I HAD PRIZES AT MY BIRTHDAY PARTY.
MY BROTHER WON SOME PRIZES AT THE CARNIVAL.

SOME GARAGES ARE BIG ENOUGH FOR TWO CARS.
SOME CHILDREN PLAY IN GARAGES.
SOME HOUSES DON'T HAVE GARAGES.

YOU CAN EARN BADGES IN CUB SCOUTS OR BROWNIES.
POLICEMEN WEAR BADGES.
SOMETIMES YOU FIND BADGES IN BOXES OF CEREAL.

Hold up each picture in turn as you talk about it.

Note: If your school has large groups of Bluebirds, Indian Guides, Campfire Girls, etc., use those names with badges to make the word meaningful.

Test:

1. Have each pupil hold a pencil where it can't be seen. Say:

   Chain dialog.

   Joe, ask Tom where the pencil is.

   Joe: TOM, WHERE'S THE PENCIL.

   Tom: IT'S ON THE DESK.

   Joe: TOM, ASK MARY WHERE...

   Tom: MARY, WHERE'S THE...

   Mary: IT'S RIGHT HERE.

   Tom: MARY, ASK BILL WHERE...

   Mary: BILL, WHERE'S THE...

   Bill: IT'S IN MY DESK.

   Mary: BILL, ASK JANE WHERE...

   ETC.

2. Place three pictures (prizes, garages, badges) face down on the table. Mix them around so that no one can tell which picture is which. Have Joe guess what the three pictures are:

   THIS IS A PICTURE OF SOME

   GARAGES.
   PRIZES.
   BADGES.

Likely Errors

a. Joe,/ ask Jack/ where the pencil is.—> *Joe ask/ Jack where/ the pencil is.

b. Joe,/ ask Jack/ where the pencil is.—> *Joe/ask Jack/ where the pencil is. (Underlining indicating stress)

c. [əz]—>*[əs]~*[ez]~ *[es] for -es in "prizes," "garages," and "badges."

Turn the pictures up to see if Joe has guessed correctly. Then mix them up again and give the next person a chance to guess. Continue on around the group.

Lesson 92

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [əz] as a plural ending after [z] , as in "prizes."

2. The learner will be able to make requests containing <u>where</u> indirect question clauses like the following:

Joe, ask Mary where the pencil is.
Tom, ask Jack where the marbles are.

3. The learner will be able to comply with such requests by asking the expected questions, for example:

Mary, where's the pencil?
Jack, where're the marbles?

B. Test: See page 4.

II. MATERIALS

A. Prizes (from lesson 91)

B. A box of objects: whistle, bell, marble, pencil, etc.

III. PROCEDURES

A. Pronunciation

1. Point to the prizes on the chalk rail.
Model: (3). Echo: ◯ (3), ◯.

THOSE ARE PRIZES.

THOSE ARE PRIZES.

Teaching Points

a. The plural ending consisting of the mid central vowel [ə] followed by the voiced alveolar fricative [z] , after nouns ending in [z] .

b. Requests containing <u>where</u> indirect question clauses with a form of "be" as the main verb.

c. Complying with such requests with direct <u>where</u> questions.

d. Responses to the direct <u>where</u> questions.

2. Chain Comments. Pass the picture of prizes around the group. Have each pupil tell what prizes he will have at his party. Model sentences if you have to. It may go like this:

THE PRIZES AT MY
PARTY WILL BE
BALLOONS.

Joe: THE PRIZES AT MY PARTY WILL BE COLORING BOOKS.

Tom: MY PRIZES WILL BE CANDY BARS.

ETC.

3. Model: (3). Echo: ◯(3), ⊙.

PRIZES ARE FUN

FOR ME AND FOR YOU,

AND PRIZES ARE FUN

TO GIVE AWAY, TOO.

PRIZES ARE FUN

FOR ME AND FOR YOU,

AND PRIZES ARE FUN

TO GIVE AWAY, TOO.

B. Presentation

1. Free Dialog. Put a box in the center of the table. Put a pencil in it.

JOE, WHERE'S THE
PENCIL?

IT'S IN THE BOX.

TOM, ASK JOE WHERE
THE PENCIL IS.

Tom: JOE, WHERE'S THE PENCIL?

Joe: IT'S IN THE BOX.

2. Chain Dialog. Repeat step 1 above, continuing the dialog all around the group. Model sentences to give help if you have to.

Joe: TOM, ASK MARY WHERE THE THE PENCIL IS.

Tom: MARY, WHERE'S THE PENCIL?

Mary: IT'S IN THE BOX.

Tom: MARY, ASK JANE WHERE THE PENCIL IS.

Mary: JANE, WHERE'S THE PENCIL?

ETC.

3. Chain Dialog. Put a box of objects (pencil, marble, crayon, whistle, etc.) on the table. Take turns around the group having each pupil put one of the objects some place and then telling someone to ask someone else where it is. For example:

JOE, ASK JANE WHERE THE MARBLES ARE.

Joe: JANE, WHERE'RE THE MARBLES?

Jane: THEY'RE UNDER THE CHAIR.

Joe: JANE, ASK TOM WHERE THE WHISTLE IS.

ETC.

Test:

Have everyone in the class cover his eyes while Mary Hides a pencil. Say:

JOE, ASK TOM WHERE THE
PENCIL IS

Joe: TOM, WHERE'S THE PENCIL?

Then have Tom get the pencil after he answers the question and then take your role the next time as Joe hides something.

Tom: ALICE, ASK JOE WHERE
THE MARBLES ARE.

See if Alice can ask Joe correctly, and then continue on around the group. Use the picture of prizes to be hidden, too, so as to elicit:

Tom: JANE, ASK MARY WHERE
THE PRIZES ARE.

(Accept, "Jane, ask Mary where the picture of prizes is.")

Likely Errors

a. [oz]—> * [os]~ * [ez] in "prizes."

b. Ask Joe where the pencil is.—> *Ask Joe where is the pencil.

c. Ask Joe where the pencil is.—> *Ask Joe where the pencil.

d. Where's the pencil?—> *Where the pencil is?

e. Ask Joe where the pencils are.—> *Ask Joe where the pencils is.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [ə z] as a plural ending after [ʒ], as in "garages."

2. The learner will be able to make requests containing who and what indirect question clauses like the following:

Joe, ask Mary who he is.
Tom, ask Jack what it is.

3. The learner will be able to comply with such requests by asking the expected questions, for example:

Mary, who is he?
Jack, what is it?

B. Test: See page 5.

Lesson 93

Teaching Points

a. The plural ending consisting of the mid central vowel [ə] followed by the voiced alveolar fricative [z] after nouns ending in [ʒ].

b. Requests containing who indirect question clauses with a form of "be" as the main verb.

c. Complying with such requests with direct who questions.

d. Requests containing what indirect questions clauses with a form of "be" as the main verb.

e. Complying with such requests with direct what questions.

f. The use of "he" or "she" as the subject occurring before the "be" verb in who indirect question clauses.

g. The use of "it" as the subject occurring before the "be" verb in what indirect question clauses.

h. Responses to the direct who and what questions.

II. MATERIALS

A. A box full of many objects: pencil, whistle, marble, bell, etc.

B. Two puppets

C. Pictures of garages, and of a boy

D. A paper sack.

III. PROCEDURES

A. Pronunciation

1. Have two puppets model the following dialog. If you have a playhouse, point to the garage or have one of the puppets put a toy car in the garage. Otherwise, hold up the picture of a garage.
Model: (3). Echo (3), , , , .

1st Puppet:
I PARK MY CAR IN A GARAGE.

I PARK MY CAR IN A GARAGE.

2nd Puppet:
I PARK MY CAR IN A GARAGE, TOO.

I PARK MY CAR IN A GARAGE, TOO.

Both Puppets: (to class)
WE BOTH HAVE GARAGES.

WE BOTH HAVE GARAGES.

2. Repeat step 1 having individual pupils taking the roles of the puppets.

3. Model: (3). Echo: ◎ (3), ⊙ .

CARS GO IN GARAGES,

AND BIKES DO, TOO.

OUR GARAGES

ARE PAINTED BLUE.

CARS GO IN GARAGES,

AND BIKES DO, TOO.

OUR GARAGES

ARE PAINTED BLUE.

B. Presentation

1. Have two puppets model the following dialog:
Model: (3). Echo: ◎ (3), ⊙ .

1st Puppet: (Pointing to a boy in the class)
WHO IS HE?

WHO IS HE?

2nd Puppet:
I DON'T KNOW.

I DON'T KNOW.

ASK TOM WHO HE IS.

ASK TOM WHO HE IS.

1st Puppet:
TOM, WHO IS HE?

TOM, WHO IS HE?

Tom: HE'S _____ _____.

2. Chain Dialog. Have one pupil, Joe, close his eyes. Have another pupil, Tom, knock on his desk. Have Joe guess who knocked. Say:

SOMEBODY KNOCKED ON HIS
DESK.
MARY, ASK JOE WHO HE IS.

Mary: JOE, WHO IS HE?

Joe : HE'S TOM.

Model the correct question for Mary if you have to. Then see if Joe can guess who knocked on his desk. Continue on around the group, giving everyone a chance to take all three parts.

3. Chain Dialog. Put an object, e.g. a ball, in a paper sack so that no one can see what it is. See if Tom can guess what it is. Say:

LOOK. I'VE GOT SOMETHING IN SACK.
JOE, ASK TOM WHAT IT IS.

Joe: TOM, WHAT IS IT?

Tom: (feeling) IT'S A BALL.

Model the question for Joe if you have to. Let Tom feel the bag and then guess what it is. See if he is right. Then continue on around the group giving everyone a chance to take part. Put a different object in the sack each time. Repeat the activity with some of the children taking your role in the game.

Lesson 93

It is all right if she uses the idiomatic expression here, "Who is it?"

Test:

1. Blindfold one of the pupils, Tom, for a guessing game. He is going to try and guess who speaks. Whisper to Joe to say:

THE CARS ARE IN THE CARAGES.

Joe can disguise his voice if he wants to. After he has said the sentence, say:

MARY, ASK TOM WHO HE IS.

See if she can ask:
TOM, WHO IS HE?

See if Tom can guess who it was. Then have Joe take Tom's place for the next turn. Continue on around the group having each person, in turn, saying the same sentence and taking your role in the dialog.

2. Play another guessing game. Blindfold Tom again. Take an object from the box and drop it on the table so that it makes a noise. Say:

MARY, ASK TOM WHAT IT IS.

Mary: TOM, WHAT IS IT?

See if Tom can guess what it is. Then have Mary take Tom's place and another pupil your place for the next turn. Continue on around the group. Have some of the children take your role.

Likely Errors

a. [əz] → *[əs] ∽ *[ez] in "garages."

b. Ask Joe who she is. → *Ask Joe who is she.

c. Ask Jane who he is. → *Ask Jane who he.

d. Ask Tom what it is. → *Ask Tom what is it.

e. Ask Jack what it is. → *Ask Jack what it.

Lesson 94

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [əz] as a plural ending after [ʤ], as in "badges."

2. The learner will be able to make requests containing yes-no indirect question clauses like the following:

Joe, ask Mary if her pencil is in the box.
Tom, ask Jack if his marble is yellow.

3. The learner will be able to comply with such requests by asking the expected questions, for example:

Mary, is your pencil in the box?
Jack, is your marble yellow?

B. Test: See pages 3 and 4.

II. MATERIALS

A. Four paper badges of different colors and a box of different colored pencils

B. Two puppets

C. A picture of policemen wearing badges.

III. PROCEDURES

A. Pronounciation

1. Have two puppets model the following dialog:
Model: (J). Echo: ◯ (J), ◐ for 1st puppet and ◑ for 2nd puppet.

Teaching Points

a. The plural ending consisting of the mid central vowel [ə] followed by the voiced alveolar fricative [z] after nouns ending in [ʤ].

b. Requests containing indirect yes-no question clauses introduced by "if" and containing a form of "be" as the main verb.

c. Complying with such requests with direct yes-no questions.

d. Responses to the direct yes-no questions.

1st Puppet:
POLICEMEN WEAR
BADGES.

POLICEMEN WEAR BADGES.

Pointing to the badges in the picture.

2nd Puppet:
I HAVE SOME BADGES,
TOO.

I HAVE SOME BADGES, TOO.

Holding up two paper badges.

1st Puppet:
WHO ARE YOUR BADGES
FOR?

WHO ARE YOUR BADGES FOR?

2nd Puppet:
ONE IS FOR ME, AND
ONE IS FOR YOU!

ONE IS FOR ME, AND ONE
IS FOR YOU!

2. Have pairs of pupils take turns holding the puppets and repeating (on their own) the dialog in step 1 individually.

B. Presentation

1. Have two puppets model the following dialog. Use the name of one of your pupils and have the 2nd puppet talk to her.
Model: (3).

1st Puppet:
ASK MARY IF HER
PENCIL IS GREEN.

2nd Puppet:
MARY, IS YOUR PENCIL
GREEN?

Mary: YES, IT IS.
NO, IT ISN'T

2. Use the dialog in step 1.
   Echo: ○ (3).

3. Chain Dialog. Pass around a box of different colored pencils. Have each pupil take a pencil and then hide it so that no one else can see what color it is. See if pupils can guess the color of their neighbor's pencil using a dialog like the following:

   JOE, ASK MARY IF HER PENCIL IS YELLOW.

   Joe: MARY, IS YOUR PENCIL YELLOW?

   Mary: YES, IT IS. / NO, IT ISN'T.

   Have Mary show her pencil.

   Joe: MARY, ASK TOM IF HIS PENCIL IS BLUE.

   Mary: TOM, IS YOUR PENCIL BLUE?

   Tom: YES, IT IS. / NO, IT ISN'T.

   Tom shows his pencil.

   ETC.

Test:

Have four pupils stand in front of the class with their hands behind their backs. Hold up four different colored paper badges and say:

I HAVE FOUR BADGES.
THE BADGES ARE FOR MY HELPERS.

Likely Errors

a. [əz] → *[əs] ~ *[ez] in "badges."

b. Ask Mary if her pencil is in the box. → *Ask Mary is her pencil in the box.

As you secretly give each of the four pupils a badge so that no one else can see what color it is, make up a story about what the badge is for. For example:

THIS HELPER GETS A BADGE
FOR CLEANING UP THE
ROOM.
THIS HELPER WAS VERY
QUIET.
THIS BADGE IS FOR LINING
UP PROPERLY.

ETC.

Have Joe say:

MARY, ASK TOM IF HIS BADGE IS YELLOW.

Model the sentence for him if you have to. Mary should ask:

TOM, IS YOUR BADGE YELLOW?

Have Tom show the class what color his badge is. Then have Joe continue, telling someone else to ask another pupil what color his badge is. See how many Joe gets right out of four turns. Then switch around giving everyone a chance to have a badge and to ask and answer questions.

c. Ask Mary if her pencil is in the box. → *Ask Mary if is her pencil in the box.

d. Ask Mary if her pencil is in the box. → *Ask Mary if her pencil in the box.

Lesson 95

I. OBJECTIVES

A. Content

1. The learner will become familiar with requests containing indirect question clauses like those in lessons 92, 93, and 94.

2. The learner will become familiar with the direct questions expected by such requests, like those in lessons 92, 93, and 94.

B. No Test.

II. MATERIALS

A. Four pencils.

B. A ball, a whistle, a ring, a bracelet, etc., and several paper sacks (see step 2).

C. A box of different colored crayons.

III. PROCEDURES

1. Have four pupils stand in front of the class with their hands behind their backs. Walk behind them and give one pupil a pencil secretly so that no one else in the class knows who has it. See how many turns it takes Joe to find out who has the pencil using a dialog like the following:

Teaching Points

a. Requests with indirect question clauses introduced by "where," "what," "who," and "if."

b. Indirect question clauses containing a form of "be" as the main verb.

c. Direct questions complying with such requests.

d. Responses to the direct questions.

I. OBJECTIVES

A. Content

1. The learner will become familiar with requests containing indirect question clauses like those in lessons 92, 93, and 94.

2. The learner will become familiar with the direct questions expected by such requests, like those in lessons 92, 93, and 94.

B. No Test.

II. MATERIALS

A. Four pencils.

B. A ball, a whistle, a ring, a bracelet, etc., and several paper sacks (see step 2).

C. A box of different colored crayons.

III. PROCEDURES

1. Have four pupils stand in front of the class with their hands behind their backs. Walk behind them and give one pupil a pencil secretly so that no one else in the class knows who has it. See how many turns it takes Joe to find out who has the pencil using a dialog like the following:

Lesson 95

Teaching Points

a. Requests with indirect question clauses introduced by "where," "what," "who," and "if."

b. Indirect question clauses containing a form of "be" as the main verb.

c. Direct questions complying with such requests.

d. Responses to the direct questions.

Joe: TOM, ASK JANE WHERE THE PENCIL IS.

Tom: JANE, WHERE'S THE PENCIL?

Jane: I DON'T KNOW.

Joe: TOM, ASK MARY WHERE THE PENCIL IS.

Tom: MARY, WHERE'S THE PENCIL?

Mary: I HAVE IT.

ETC.

After Joe finds out who has the pencil, choose other pupils to take Joe's role. Give the pencil to one of four students again and continue on around the group.

2. Put different objects (one each) in different paper sacks. Mix them up so that no one can remember what object is in which sack. Pick up a sack and give it to Mary. Say:

JOE, ASK MARY WHAT
THAT IS.

Joe: MARY, WHAT'S THIS?

Allow Joe to say, "Mary, what's in this sack?"

Have Mary feel the bag and then guess what's in the sack.

Mary: A BALL.

See if she has guessed correctly by having Joe pull the object out of his sack. Then give another sack

to another pupil and continue on with the game, with Joe now taking your role. Give everyone a chance to take part.

3. Pass around a box of different colored crayons. Have Joe close his eyes while he takes a crayon. Say:

MARY, ASK JOE IS HIS CRAYON GREEN.

Mary: JOE, IS YOUR CRAYON GREEN?

Or: "Is it green?"

Joe: YES, IT IS.
NO, IT ISN'T.

Accept alternatives like "I think so" and "No, I don't think so."

Let him open his eyes and see if he has guessed correctly, then continue on with the game, having Mary take your role the next time. Give everyone a chance to take part.

4. Have all of the pupils close their eyes while one pupil says "WHO AM I?" in a disguised voice. Say:

JOE, ASK MARY WHO HE IS.

Joe: MARY, WHO IS HE?

See if she can guess who it is. Then continue, having Joe take your role the next time. Give everyone a chance to take part.

Lesson 96

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [t] as a past tense ending after [p] or [k], as in "jumped" and "kicked."

2. The learner will be able to make requests containing yes-no questions like the following:

> Joe, ask Mary if she hid the book behind the chair.
> Tom, ask Jack if he has a red pencil.
> Jane, ask Peter if he will pour the milk in the glass.

3. The learner will be able to comply with such requests by asking the expected questions, for example:

> Mary, did you hide the book behind the chair?
> Jack, do you have a red pencil?
> Peter, will you pour the milk in the glass?

B. Test: See pages 6 and 7.

II. MATERIALS

A. Two puppets.

B. Each of the following objects: a book, a red pencil, an umbrella, a can of sand, a balloon, a green pencil, a shoe box, a ball, a spoon, and a mop.

Teaching Points

a. The voiceless alveolar stop [t] as a past tense ending after the voiceless bilabial stop [p] and the voiceless velar stop [k].

b. Yes-no indirect questions introduced by if:
(1) following "ask (someone);"
(2) preceding the normal word order of statements: subject followed by the full predicate phrase (see "Likely Errors").

c. The past, present, and future tenses of such indirect questions.

d. The responses (in form of direct questions: auxiliary before the subject) to such requests.

III. PROCEDURES

A. Pronunciation

1. Have Joe walk with an umbrella while Tom talks to Jane. Have them stop walking and talking before you begin the activity.
Model: (3). Echo: ◯(3), ⊙.

JOE WALKED IN THE
RAIN, AND TOM
TALKED TO JANE.

JOE WALKED IN THE RAIN,
AND TOM TALKED TO JANE.

Likely Error: leaving off the past tense ending [t], e.g., [wɔkt] → * [wɔk].

"Walked" [wɔkt]
"Talked" [tɔkt]

Have Mary jump over a small can of sand while Jane pretends to bump her hand against the table. Then:

MARY JUMPED OVER THE
SAND, AND JANE BUMPED
HER HAND.

MARY JUMPED OVER THE
SAND, AND JANE BUMPED
HER HAND.

"Jumped" [jəmpt]
"Bumped" [bəmpt]

Have Tom kick a balloon while Joe licks a spoon. Then:

TOM KICKED THE BALLOON,
AND JOE LICKED THE
SPOON.

TOM KICKED THE BALLOON,
AND JOE LICKED THE
SPOON.

"Kicked" [kikt]
"Licked" [likt]

Have Jane hop to the door while Mary takes a mop pretends to mop the floor. Then:

Lesson 96

JANE HOPPED TO THE
DOOR, AND MARY
MOPPED THE FLOOR.

JANE HOPPED TO THE
DOOR, AND MARY MOPPED
THE FLOOR.

"Hopped" [hapt]
"Mopped" [mapt]

2. Chain Dialog. Repeat step 1 by having two pupils get up and perform one of the pairs of actions above. Then after they sit down again have Joe say what they did. Have two other pupils perform the next actions and have Joe's neighbor say what they did. Continue on around the group giving help where it is necessary.

Ask "What did they do?" if necessary to cue the comment.

B. Presentation

1. Have two puppets model the following dialogs. Model: (3). Echo: ◐, ◐(3).

1st Puppet:
JOE, ASK MARY IF SHE HID
THE BOOK BEHIND THE CHAIR

2nd Puppet:
MARY, DID YOU HIDE THE
BOOK BEHIND THE CHAIR?

◐, ◐: JOE, ASK MARY IF
SHE HID THE BOOK
BEHIND THE CHAIR.

Joe: MARY, DID YOU HIDE
THE BOOK BEHIND THE
CHAIR?

◐ means the left-half of the class echoes three times before the right-half of the class. ◐, does so too.

Have the 1st puppet look at the 2nd.

Have the 2nd puppet look at Mary.

The half of the class which is speaking looks at Joe, then Joe looks at, and speaks to, Mary.

1st Puppet:
JOE, ASK TOM IF
HE HAS A RED
PENCIL.

2nd Puppet:
TOM, DO YOU HAVE
A RED PENCIL?

◐, ◐: JOE, ASK TOM IF HE HAS A RED PENCIL.

Joe: TOM, DO YOU HAVE A RED PENCIL?

1st Puppet:
JOE, ASK JANE IF SHE
WILL PUT THE BALL ON
THE TABLE.

2nd Puppet:
JANE, WILL YOU PUT
THE BALL ON THE
TABLE?

◐, ◐: JOE, ASK JANE IF SHE WILL PUT THE BALL ON THE TABLE.

Joe: JANE, WILL YOU PUT THE BALL ON THE TABLE?

2. Chain Dialog. Have each pupil in turn make one of the requests above (or any other) to his neighbor. Have the neighbor ask the question to the proper person. Model sentences if you have to.

3. Free Dialog. Place a chair behind the pocket chart. Have one pupil, such as, Mary, stand behind the pocket chart where she can't be seen. Give her a book and

Lesson 96

Have the 1st puppet look at the 2nd.

Have the 2nd puppet look at Tom.

The half of the class which is speaking looks at Joe, then Joe looks at, and speaks to, Tom.

Have the 1st puppet look at the 2nd.

Have 2nd puppet look at Jane.

The half of the class which is speaking looks at Joe, then Joe looks at, and speaks to, Jane.

tell her to hide it either behind the chair or on the chair. See if you can guess where she hid it. Say: JOE, ASK MARY IF SHE HID THE BOOK BEHIND THE CHAIR.

Joe: MARY, DID YOU HIDE THE BOOK BEHIND THE CHAIR?

Mary: YES, I DID
NO, I DIDN'T.

Continue on with the game, having Joe take your place and another pupil take Mary's place. Continue on around the group until everyone has taken part.

4. Free Dialog. Hand Mary a box with a red and green pencil in it. Have her take one. See if Joe can guess which one she took. Say:

JOE, ASK MARY IF SHE HAS A RED PENCIL.

Joe: MARY, DO YOU HAVE A RED PENCIL?

Mary: YES, I DO.
NO, I DON'T.

If you guessed right say:

SHE DOES!

Continue on with the game, having Joe take your part and another pupil take Mary's place. Continue on around the group until everyone has taken part.

5. Free Dialog. Give Mary a ball and tell her to come out from behind the chart and put the ball

either on the floor or on the desk. First, see if you can guess where she is going to put the ball. Say:

JOE, ASK MARY IF
SHE WILL PUT THE
BALL ON THE FLOOR.

Joe: MARY, WILL YOU PUT THE BALL ON THE FLOOR?

Mary: YES, I WILL.
NO, I WON'T.

If you guessed right say:

SHE WILL!

Continue on with the game having Joe take your place and another pupil take Mary's place. Continue on around the group until everyone has taken part.

Test:

This guessing game is to see who can make three guesses in a row correctly. Close your eyes while Tom takes either a red or a green pencil. Say:

JOE, ASK TOM IF HE HAS A RED PENCIL.

If you have guessed correctly and Tom does have a red pencil, tell him to hide the pencil either under the chair or on the chalk rail. First, have him whisper

Likely Errors

a. Joe, ask Tom if he will hide the pencil under the chair. → *Joe, ask Tom if will he hide the pencil under the chair.

b. Joe, ask Tom if he hid the pencil under the chair. → *Joe, ask Tom if he hid under the chair the pencil.

to someone where he is going to hide the pencil. Say:

JOE, ASK TOM IF HE WILL HIDE THE PENCIL UNDER THE CHAIR.

If you have guessed correctly, have Tom hide the pencil and then say:

JOE, ASK TOM IF HE HID THE PENCIL UNDER THE CHAIR.

(Tom will probably hide the pencil where he said he would. Even if he doesn't, it's O.K. The game should not be too complicated.)

Joe can go and check to see that Tom has hidden the pencil where he said he was going to. If you are right on all three guesses, write your name on the board; but, if you miss a guess do not write your name on the board. When everyone has played the game once, give those who missed, a second chance.

Lesson 97

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [d] as a past tense ending after [b] or [g], as in "rubbed" and "hugged."

2. The learner will be able to make requests containing where indirect question clauses like the following:

Joe, ask Mary where she hid the book.
Tom, ask Jack where he will put the milk.

3. The learner will be able to comply with such requests by asking the expected questions, for example:

Mary, where did you hide the book?
Jack, where will you put the milk?

B. Test: See page 5.

II. MATERIALS

A. Two puppets

B. An apple, a doll, a book, and a ball

C. A box of objects: a pencil, crayon, marble, ring, whistle, etc.

Teaching Points

a. The voiced alveolar stop [d] as a past tense ending after the voiced bilabial stop [b] and the voiced velar stop [g].

b. Where indirect questions: (1) following "ask (someone);" (2) preceding the normal word order of statements: subject followed by the full predicate phrase (except for the locative adverb, which "where" replaces).

c. The past and future tenses of such indirect questions.

d. The responses (in the form of direct questions) to such requests.

III. PROCEDURES

A. Pronunciation

1. Have two puppets model the following dialog. The left half of the class imitates the first puppet, the right half the second puppet. Do this three times.
Model: (3). Echo: ◐ , ◐ (3).

1st Puppet:
I RUBBED THE APPLE ON MY SLEEVE.

Have the 1st puppet rub an apple on his sleeve.

2nd Puppet:
I HUGGED MY DOLL, AND SHE COULDN'T LEAVE.

Have the 2nd puppet hug a doll, then shake his head.

◐: I RUBBED THE APPLE ON MY SLEEVE.

◐: I HUGGED MY DOLL, AND SHE COULDN'T LEAVE.

2. Use the two puppets to model. Do the actions before saying the corresponding sentences: kick something and hold on to one foot as if you were in pain.
Model: (3). Echo: ◐ , ◐ (3).

1st Puppet:
I STUBBED MY TOE.

◐: I STUBBED MY TOE.

◐: I KNOW. I KNOW.

2nd Puppet:
I GRABBED THE BALL,

Grab hold of the ball.

1st Puppet:
AND THAT'S NOT ALL.

: I GRABBED THE BALL,

: AND THAT'S NOT ALL.

Both Puppets:
WE JOGGED AROUND YOU KNOW.

Run in place.

: WE JOGGED AROUND YOU KNOW.

B. Presentation

1. Have the two puppets model the following dialog.
Have Mary hide the book under a chair.
Model: (3). Echo: , (3).

1st Puppet:
JOE, ASK MARY WHERE SHE HID THE BOOK.

Have the 1st puppet look at the 2nd.

2nd Puppet:
MARY, WHERE DID YOU HIDE THE BOOK?

Have the 2nd puppet look at Mary.

, : JOE, ASK MARY WHERE SHE HID THE BOOK.

Joe: MARY, WHERE DID YOU HIDE THE BOOK?

Mary: UNDER THAT CHAIR.

Have the left half of the class address Joe, then Joe turns to Mary and addresses her. Then have the right half of the class address Joe, and Joe turns to Mary as before. Repeat three times. To signal an end of the sequence, have Mary answer.

2. Have the two puppets model the following dialog.
Model: (3). Echo: , (3).

Lesson 97

1st Puppet:
JOE, ASK TOM WHERE HE'LL PUT THE BOOK.

2nd Puppet:
TOM, WHERE WILL YOU PUT THE BOOK?

◐ , ◑ : JOE, ASK TOM WHERE HE'LL PUT THE BOOK.

Joe : TOM, WHERE WILL YOU PUT THE BOOK.

Tom : ON THE DESK.

Have the 1st puppet look at the 2nd.

Have the 2nd puppet look at Tom.

Or whatever Tom wants to say.

3. Free Dialog. Put the box of objects on the table. Have Mary hide one of the objects such as a pencil. Start off a dialog like the following:

JOE, ASK MARY WHERE SHE HID THE PENCIL.

Joe : MARY, WHERE DID YOU HIDE THE PENCIL?

Mary : IN THE DESK.

JOE, ASK MARY WHERE SHE'LL PUT THE CRAYON.

Joe : MARY, WHERE WILL YOU PUT THE CRAYON?

Mary : ON THE FLOOR.

Have Mary put the crayon on the floor.

Now continue on with the dialog having Joe take your place. Give help by modeling sentences if you have to, to elicit both past and future forms. Continue on around the group.

Test:

Chain Dialog. Pass the box of objects around the group. Have each pupil take an object and hold it in front of him.

JOE, ASK MARY WHERE SHE'LL PUT THE CRAYON.

(Joe turns to Mary.)

Joe: MARY, WHERE WILL YOU PUT THE CRAYON?

Mary: ON THE TABLE. (She does so.)

Joe: MARY, ASK JANE WHERE SHE'LL PUT THE RING?

(Mary turns to Jane.)

Mary: JANE, WHERE WILL YOU PUT THE RING?

Jane: ON THE CHAIR. (She does so.)

Mary: JANE, ASK TOM WHERE HE'LL PUT THE MARBLE.

(Jane turns to Tom.)

Jane: TOM, WHERE WILL YOU PUT THE MARBLE?

ETC.

JOE, ASK MARY WHERE SHE PUT THE CRAYON.

Joe: MARY, WHERE DID YOU PUT THE CRAYON?

Mary: ON THE TABLE.

Joe: ASK JANE WHERE SHE PUT THE RING.

Mary: WHERE DID YOU PUT THE RING?

ETC.

Likely Errors

a. [d] → *[t] as a past tense ending after [b] or [g], in "stubbed," "rubbed," "hugged," and "jogged."

b. [d] → *[∅], i.e., leaving out the [d] as a past tense ending.

c. Mary, ask Jane where she will put the ring. → *Mary, ask Jane where will she put the ring?

d. Jane, where will you put the ring? → *Jane, where you will put the ring?

Lesson 98

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [əd] as a past tense ending after [t] or [d] as in "patted" and "nodded."

2. The learner will be able to make requests containing what indirect question clauses like the following:

   Joe, ask Mary what she hid behind the chair.
   Tom, ask Jack what he'll pour in the glass.

3. The learner will be able to comply with such requests by asking the expected questions, for example:

   Mary, what did you hide behind the chair?
   Jack, what will you pour in the glass?

B. Test: See pages 6 and 7.

II. MATERIALS

A. Two puppets.

B. A shoe box full of objects: e.g., a comb, a pencil, a whistle, a bell, a marble, etc.

Teaching Points

a. The mid central vowel [ə] and the voiced alveolar stop [d] together [əd] as the regular past tense ending after the voiceless alveolar stop [t] or after the voiced alveolar stop [d]. Likely error: [əd] →*[id] ~*[ed] in "patted" and "nodded."

b. What indirect questions about the direct object:
   (1) following "ask (someone);"
   (2) preceding the normal word order of statements: subject followed by the full predicate phrase (except for the direct object, which "what" replaces).

c. The past and future tenses of such indirect questions.

d. The responses (in the form of direct questions) to such requests.

C. A toy dog.

III. PROCEDURES

A. Pronunciation

1. Have two puppets model the following dialog.
Hold up the toy dog and have the first puppet pat it.
Model: (3).

1st Puppet: DO YOU KNOW WHAT I DID JUST NOW?

2nd Puppet: NO. WHAT DID YOU DO?

1st Puppet: I PATTED MY DOG ON THE HEAD.

Have the second puppet nod his head.

1st Puppet: WHAT DID YOU DO JUST NOW?

2nd Puppet: I NODDED MY HEAD.

(Alternate ending)

2nd Puppet: YES, AND DID YOU SEE WHAT I DID?

1st Puppet: NO, WHAT DID YOU DO?

2nd Puppet: I NODDED MY HEAD. (You must be happy).

2. Accompany each word with the appropriate motion by the puppets.
Model: (3). Echo: ● (3), ⊙.

PATTED

PATTED

NODDED

NODDED

Lesson 98

3. Use the dialog in step 1, only let different pairs of pupils hold the puppets and make the motions for them.
Echo: ◎ (3).

4. Do each of the following actions before you model the statement about them. Pat the table.
Echo: ◎ (3).

I PATTED THE TABLE.	I PATTED THE TABLE.
I PATTED MY DOG ON THE HEAD.	I PATTED MY DOG ON THE HEAD.
I NODDED TO JOE.	I NODDED TO JOE.
I SAID "YES," AND NODDED MY HEAD.	I SAID "YES," AND NODDED MY HEAD.
I CLOSED MY EYES AND NODDED MY HEAD.	I CLOSED MY EYES AND NODDED MY HEAD.

5. Free Dialog. Have each pupil in turn perform one of the actions in step 4. Then ask him about it. It may sound like this:

JOE, WHAT DID YOU DO JUST NOW?

Joe: I PATTED THE TABLE.

ETC.

Hold up the dog and pat its head.

Nod to Joe.

Say "yes," and nod your head.

Close your eyes and nod your head.

B. Presentation

1. Have Mary hide a pencil behind a chair. Then have two puppets model the following dialog.
Model: (3)

1st Puppet:
ASK MARY WHAT SHE
HID BEHIND THE
CHAIR.

2nd Puppet:
MARY, WHAT DID YOU
HIDE BEHIND THE
CHAIR?

Mary: A PENCIL.

Have the 1st puppet look at the 2nd.

Have the 2nd puppet look at Mary.

2. Free Dialog. Repeat step 1 with pupils taking turns holding the puppets and speaking for them and addressing other children besides Mary.

3. Have two puppets model the following dialog.
Model: (3).

1st Puppet:
ASK JACK WHAT HE'LL
PUT IN THE BOX.

2nd Puppet:
JACK, WHAT WILL YOU
PUT IN THE BOX?

Jack: A COMB.

Have the 1st puppet look at the 2nd.

Have the 2nd puppet look at Jack.

Have Jack put a comb in the box.

4. Free Dialog. Repeat step 3 with pupils taking turns holding the puppets and speaking for them and addressing other children besides Jack.

5. Chain Dialog. Put a shoe box on the table and around it put several objects, such as, a comb, a whistle, a bell, a marble, a pencil, etc. Have Joe close his eyes. Tell Mary to hide something in the shoe box. Ask:

JOE, WHAT DID MARY
HIDE IN THE SHOE
BOX?

See if he can guess in one try:

Joe: MARY, DID YOU HIDE A WHISTLE?

Mary: YES, I DID.
NO, I DIDN'T.

If he cannot, say:
JOE, ASK MARY WHAT
SHE HID IN THE SHOE
BOX?

Joe: MARY, WHAT DID YOU HIDE IN THE SHOE BOX?

Mary: I HID A BELL.
A BELL.

Then continue on around the group having other pupils take your place and the place of Joe and Mary in the next dialog. Give everyone a chance to take part.

6. Chain Dialog. Have Mary whisper to you the name of an object she is going to put in the box. Ask:

JOE, WHAT WILL MARY PUT
PUT IN THE BOX?

See if he can guess in one try:

Joe: MARY WILL PUT A COMB IN THE BOX.
A COMB.

Mary: YES, I WILL.
NO, I WON'T.

If he cannot, say: JOE, ASK MARY WHAT SHE'LL PUT IN THE BOX.

Joe: MARY, WHAT WILL YOU PUT IN THE BOX?

Mary: I'LL PUT A PENCIL IN THE BOX.
A PENCIL.

Have Mary put the pencil in the box. Then continue on around the group having other pupils take your place and the place of Joe and Mary in the next dialog. Give everyone a chance to take part.

Test:

Give each pupil an object to hold. Then start to pass the shoe box around the group for each person to put his object in. Say:

JOE, ASK TOM WHAT HE'LL PUT IN THE SHOE BOX.

Joe: TOM, WHAT WILL YOU PUT IN THE SHOE BOX?

Likely Errors

a. Joe, ask Mary what she'll hide behind the chair. → *Joe, ask Mary what will she hide behind the chair.

b. Joe, ask Mary what she hid behind the chair. → *Joe, ask Mary what she hide behind the chair.

Tom: A PENCIL.

Joe: TOM, ASK MARY WHAT SHE'LL PUT IN THE BOX.

Tom: MARY, WHAT WILL YOU PUT IN THE BOX?

Mary: A COMB.

Then pass the shoe box full of objects around and have each pupil take an object and hide it behind his chair. Start off a chain dialog like the following:

JOE, ASK TOM WHAT HE HID BEHIND HIS CHAIR.

Joe: TOM, WHAT DID YOU HIDE BEHIND YOUR CHAIR?

Tom: A PENCIL.

Joe: TOM, ASK MARY WHAT SHE HID BEHIND HER CHAIR.

Tom: MARY, WHAT DID YOU HIDE BEHIND YOUR CHAIR?

Mary: A COMB.

ETC.

c. Mary, what did you hide behind the chair? → *Mary, what you hid (~ hide) behind the chair?

Lesson 99

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [t] as a past tense ending after [p] or [k] , as in "jumped" and "kicked."

2. The learner will be able to pronounce [d] as a past tense ending after [b] or [g] , as in "rubbed" and "hugged."

3. The learner will be able to produce the rhythm of sentences containing yes-no indirect question clauses as in:

Joe,/ask Mary/ if she hid the book/ behind the chair.

4. The learned will be able to produce the rhythm of yes-no direct questions, as in:

Mary,/ did you hide the book/ behind the chair?

B. Test: See pages 4 and 5.

II. MATERIALS

A. Two puppets.

B. A book, a pencil, a crayon, and a ball.

III. PROCEDURES

1. Have two puppets model the following dialog. Model (3). Echo: (3).

Teaching Points

a. The voiceless alveolar stop [t] as a past tense form after the voiceless bilabial stop [b] or after the voiceless velar stop [k] .

b. The voiced alveolar stop [d] as a past tense form after the voiced bilabial stop [b] or after the voiced velar stop [g] .

c. The rhythm (phrasing, stressing and intonation) of requests with indirect yes-no questions.

d. The rhythm of yes-no direct questions.

1st Puppet:
JOE, ASK MARY IF SHE HID
THE BOOK BEHIND THE CHAIR.

JOE, ASK MARY IF SHE
HID THE BOOK BEHIND
THE CHAIR.

2nd Puppet:
ALL RIGHT.

ALL RIGHT.

MARY, DID YOU HIDE THE
BOOK BEHIND THE CHAIR?

Have the 2nd puppet turn to Mary and ask her the question.

MARY, DID YOU HIDE
THE BOOK BEHIND THE
CHAIR?

2. Chain Dialog. Place objects on the table (such as, book, pencil, crayon, ball, etc.) Have everyone in the class close his eyes while Mary hides one of the objects. The object of the game is for the children to guess where she hid the object in a dialog like the following.

JOE, ASK MARY IF SHE HID
THE PENCIL BEHIND THE
EASEL?

Joe: MARY, DID YOU HIDE
THE PENCIL BEHIND
THE EASEL?

Be sure that the rhythm of the questions is properly produced. Offer a correction if necessary.

Mary: NO, I DIDN'T.

Jane: MARY, DID YOU HIDE
THE PENCIL BEHIND
THE TABLE?

Mary: YES, I DID.

3. Have Joe, Tom, Mary, and Jane perform the actions indicated beforehand. Point to each pupil as you say something he has done.
Model: (3). Echo: (3).

JOE WALKED.

JOE WALKED

TOM TALKED.

TOM TALKED.

MARY JUMPED.

MARY JUMPED.

JANE KICKED.

JANE KICKED.

You may use other verbs, such as, mopped, licked, hopped, bumped, etc. -- as long as they are verbs which form their past tense with the addition of [t] and verbs which your pupils are already familiar with.

4. Chain Comments. Have each pupil in turn get up and perform one of the activities above. Have each pupil in turn say what action his neighbor performed. Help the pupils add words to complete the sentence by modeling sentences if you have to. It may sound like this:

JOE WALKED ACROSS THE ROOM.
TOM HOPPED TO THE WINDOW.
JANE TALKED TO JOHN.
MARY CLAPPED HER HANDS.

ETC.

Be sure the pupils are pronouncing the final [t] properly, but avoid undue exaggeration. Give correction where it is needed.

5. Have a puppet model each action before you say it.
Model: (3). Echo: (3).

HE RUBBED HIS HANDS TOGETHER.

HE RUBBED HIS HANDS TOGETHER.

HE GRABBED THE CHAIR.

HE GRABBED THE CHAIR.

HE HUGGED HIMSELF.

HE HUGGED HIMSELF.

You may use other verbs, e.g. "jogged," "nabbed," "jabbed," etc. -- if they are verbs with which the children are familiar and which form their past tense by the addition of [d].

6. Chain Comments. Have each pupil in turn get up and perform one of the actions above. Then have another pupil say what the action was, using sentences like the following. Give help by modeling sentences if you have to.

JOE GRABBED PETER
MARY HUGGED HER DOLL.
JANE RUBBED HER HANDS ON THE TABLE.

ETC.

Be sure that the pupils are pronouncing the final [d] properly, but avoid undue exaggeration. Give correction where it is needed.

Test:

1. Have the pupils cover their eyes while Joe performs one of the actions from steps 4 or 5. See if the pupils can guess what action Joe has done. It may sound like this:

JOE JUMPED.

NO, HE DIDN'T.

JOE HOPPED.

YES, HE DID.

Then continue on around the group giving everyone a chance to take part.

2. When everyone has had a chance to take part above, have the pupils close their eyes while Joe hides one of the four objects (book, pencil, crayon, or ball) behind the chair. See if the pupils can guess what Joe has hidden. It may sound like this:

TOM, ASK JOE, IF
HE HID THE BALL
BEHIND THE CHAIR.

Likely Errors

a. [d] ⟶ *[t] as the past tense form at the end of "grabbed," hugged," etc.

b. Improper phrasing, such as, *Joe, ask/ Mary if/ she hid the/ book behind/ the chair.

Tom: JOE, DID YOU HIDE THE BALL BEHIND THE CHAIR?

Joe: NO, I DIDN'T.

Tom: JANE, ASK JOE IF HE HID THE BOOK BEHIND THE CHAIR.

Jane: JOE, DID YOU HIDE THE BOOK BEHIND THE CHAIR?

Joe: YES, I DID.

Continue on around the group giving everyone a chance to take part.

Lesson 100

I. OBJECTIVES

A. Content

1. The learner will become familiar with requests containing indirect question clauses like those in lessons 97, 98, and 99.

2. The learner will become familiar with the direct questions expected by such requests, like those in lessons 97, 98, and 99.

B. No Test.

II. MATERIALS

A box of objects: a book, a pencil, a marble, a whistle, a comb, a balloon, etc.

III. PROCEDURES

1. Chain Dialog. Place the objects on a table behind the chalkboard where they can't be seen. One pupil will hide one of the objects, and then he will describe the object to see if someone else can guess what it was. Model sentences if you have to. The dialog may sound like this:

Mary: I HID SOMETHING SMALL.
IT MAKES A NOISE.
THE TEACHER HAS ONE.

JOE, ASK MARY IF SHE
HID THE WHISTLE.

Teaching Points

a. Yes-no (if), where and what indirect questions:
(1) following "ask (someone);"
(2) preceding the normal word order of statements (except for the phrase which the question word, "where" or "what," is replacing).

b. The responses (in the form of direct questions) to such requests.

Or: "I hid something which is small." In any case, let your pupils describe the objects in their own way, as long as they use sentences that are grammatically accurate.

Joe: MARY, DID YOU HIDE THE WHISTLE?

Mary: YES, I DID.
NO, I DIDN'T.

If the guess was right, say:
JOE, ASK MARY WHERE SHE HID IT.

Joe: MARY, WHERE DID YOU HIDE IT?

Mary: BEHIND THE BOX.

Then have Mary take your place, Joe take Mary's place, and another pupil, Tom, take Joe's place for the next turn:

Joe: I HID SOMETHING FLAT. IT HAS PAGES.

Mary: TOM, ASK JOE IF HE HID THE BOOK.

Tom: JOE, DID YOU HIDE THE BOOK?

Joe: YES, I DID.
NO, I DIDN'T.

If Joe guesses correctly, Mary can offer another instruction to Tom.

Mary: TOM, ASK JOE WHERE HE HID THE BOOK.

Tom: JOE, WHERE DID YOU HIDE THE BOOK?

Joe: BEHIND THE TABLE.

Continue on with the dialog with Mary retiring, Joe taking Mary's place, Tom taking Joe's place, and a new pupil Tom's place. Continue in the same fashion till everyone has participated.

2. Free Dialog. Have Joe tell Tom where to put one of the objects by describing the place in a dialog like the following. Give help by modeling sentences if it is necessary.

TOM, PUT THE MARBLE BY SOMETHING WE USE FOR WRITING. JANE, ASK TOM WHERE HE WILL PUT THE MARBLE.

Jane: TOM, WHERE WILL YOU PUT THE MARBLE?

Tom: BY THE PENCIL.

Now continue on around the group having different pupils take your role each time. Model sentences for help if it is necessary.

3. Free Dialog. Have one pupil tell another one to put something in the box by describing it and using sentences like the following. Give help by modeling sentences if you have to. Sample dialog:

JANE, I WANT YOU TO PUT SOMETHING SMALL IN THE BOX. IT IS DARK. IT HAS TEETH. WE USE IT TO LOOK PRETTY. JOE, ASK JANE WHAT SHE'LL PUT IN THE BOX.

You may begin the activity yourself.

This is the question you want to elicit from your pupils in this activity.

Joe: JANE, WHAT WILL YOU PUT IN THE BOX?

Jane: A COMB.

ETC.

Continue on around the group giving everyone a chance to take your role.

Lesson 101

I. OBJECTIVES

A. Content

1. The learner will be able to produce the rhythm of sentences containing what indirect question clauses, as in:

Joe, / ask Mary / what she's going to do.

2. The learner will be able to pronounce [t] as a past tense ending after [s] or [f] as in "kissed" and "laughed."

3. The learner will be able to pronounce [d] as a past tense ending after [z] or [v], as in "sneezed" and "waved."

4. New vocabulary: sneeze, wave, kiss (verb), laugh (verb).

B. Test: See pages 4 and 5.

II. MATERIALS

A. Two puppets (a boy and a girl), a small doll, a shoe-box, a pencil, a bell, and an eraser

B. A fireman's or policeman's hat.

III. PROCEDURE

A. Pronunciation

1. Hold up the girl puppet.

HERE'S PAMIE. LOOK AT ALL THE THINGS
PAMIE CAN DO. SHE CAN LAUGH. Make her laugh.
SHE CAN SNEEZE. Make her sneeze.
SHE CAN WAVE. Make her wave.
SHE CAN KISS THE DOLL. Make her kiss the doll.

Teaching Points

a. The rhythm of indirect questions with the pro-verb "do": "what . . .do."

b. The past tense ending [t]: the voiceless alveolar stop, after either:
(1) the voiceless alveolar fricative [s];
(2) the voiceless libiodental fricative [f].

c. The past tense ending [d]: the voiced alveolar stop after either:
(1) the voiced alveolar fricative [z];
(2) the voiced labiodental fricative [v].

2. Introduce the activity with the following situation:
Echo: ◯ (3).

Make Pamie wave.
TOM, WHAT DID PAMIE DO?
Tom: SHE WAVED.
SHE WAVED.
SHE WAVED.

Model if necessary

3. Introduce the activity with the following situation:
Echo: ◯ (3).

Make Pamie sneeze.
MARY, WHAT DID PAMIE DO?
Mary: SHE SNEEZED.
SHE SNEEZED.
SHE SNEEZED.

4. Introduce the activity with the following situation:
Echo: ◯ (3).

Make Pamie laugh.
JOE, WHAT DID PAMIE DO?
Joe: SHE LAUGHED.
SHE LAUGHED.
SHE LAUGHED.

5. Introduce the activity with the following situation:
Echo: ◯ (3).

Make Pamie kiss the doll.
JANE, WHAT DID PAMIE DO?
Jane: SHE KISSED THE DOLL.
SHE KISSED THE DOLL.
SHE KISSED THE DOLL.

6. Model. Hold up the second puppet.

THIS IS TIM. TIM, ASK PAMIE WHAT SHE'S GOING TO DO.

Tim: WHAT ARE YOU GOING TO DO, PAMIE?

Pamie: I'M GOING TO SNEEZE. Make her sneeze.

ASK HER AGAIN, TIM.

Tim: WHAT ARE YOU GOING TO DO, PAMIE?

Pamie: I'M GOING TO LAUGH. Make her laugh

7. Echo: ⊙ (3).

TIM — 1st L: TIM

ASK PAMIE — 2nd L: ASK PAMIE

WHAT SHE'S GOING TO DO. — 3rd L: WHAT SHE'S GOING TO DO.

Finish with:

TIM, ASK PAMIE WHAT SHE'S GOING TO DO.

1st, 2nd, and 3rd learners (in chorus): TIM, ASK PAMIE WHAT'S SHE GOING TO DO.

8. Repeat step 7 with three other pupils. Continue until everyone has participated.

I.e., call on three pupils individually.

Test:

1. Chain Dialog. Place the shoebox, pencil, bell, eraser, and hat on the table. Have one child come up to the front. He will do something with the objects on the table, i.e. put something in the shoebox, ring the bell, erase the board, put on the hat, etc. The children at their seats will ask Pamie to inquire what the child up front will do.

PAMIE, ASK MARY WHAT
SHE'S GOING TO DO.

Pamie: WHAT ARE YOU GOING
TO DO, MARY?

Mary: I'M GOING TO RING THE BELL.
(She does so.)

1st L: PAMIE, ASK MARY WHAT SHE'S
GOING TO DO.

Pamie: WHAT ARE YOU GOING
TO DO, MARY?

Mary: I'M GOING TO PUT THIS
PENCIL IN THE BOX.
(She does so.)

Invite another pupil to take Mary's place.

2nd L: PAMIE, ASK TOM WHAT HE'S
GOING TO DO.

Pamie: WHAT ARE YOU GOING
TO DO, TOM?

Likely Errors

a. Pamie, /ask Mary/ what she's going to do. ⟶ *Pamie,/ask Mary what/she's going to do.

b. [weyvd] ⟶ *[weyvt] ↷ *[weyft] for "waved."

c. [sniyzd] ⟶ *[sniyzt] ↷ *[sniyst] for "sneezed."

Tom: I'M GOING TO ERASE
THE BOARD.
(He does so.)

ETC.

2. Chain Dialog. Tell the children that they will laugh, sneeze, wave, or kiss the doll. They will then ask:

1st L: WHAT DID I DO?

2nd L: YOU SNEEZED.
Then 2nd L might laugh.
WHAT DID I DO?

3rd L: YOU LAUGHED.

ETC.

Lesson 102

INTRODUCTION

Lessons 102 through 105 are built around the theme of personal hygiene. Children discuss the grooming activities that go into getting ready for school, such as, washing, brushing teeth and hair, and eating a good breakfast. Appropriate clothing for different kinds of weather and the foods that make up a good breakfast are covered. The culminating lesson (105) gives the children an opportunity to engage in dramatic activity centered around these themes, thereby reviewing both the structures and concepts they have learned.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [əd] as a past tense ending after [t] or [d], as in "batted" and "faded."

2. The learner will be able to make requests containing <u>what</u> questions containing the pro-verb <u>do</u> as in the following.

Joe, ask Mary what she does in the morning.
Tom, ask Joe what Mary does in the morning.

3. The learner will be able to comply with such requests by asking the expected questions, for example:

Mary, what do you do in the morning?
Joe, what does Mary do in the morning?

4. New vocabulary: washing, brushing, batted, faded.

Teaching Points

a. The past tense ending consisting of the mid central vowel [ə] followed by the voiced alveolar stop [d] after verbs ending in either:
(1) the voiceless alveolar stop [t];
(2) the voiced alveolar stop [d].

b. Requests containing <u>what</u> indirect questions about the predicate through the use of the pro-verb "does" or "happen" as the main verb of the indirect question. (Time phrases like "in the morning" help to establish that the indirect question is on predicates about habitual actions, such as, "wash," "brush," etc., and not "is washing," "is brushing," etc.)

B. Test: See pages 7 and 8.

II. MATERIALS

A. Two puppets, a toy baseball bat (plastic), and a toy baseball (plastic).

B. Morning Activity pictures:

(a) a child brushing her hair;
(b) a child washing his face;
(c) a child eating his breakfast.

C. Breakfast pictures.

D. Two dress or shirt pictures: one bright and new, the other very much faded in color.

III. PROCEDURES

A. Pronunciation

1. Swing the plastic bat (hitting the plastic ball) and say:
Model: (2).

I BATTED THE BALL.

Then ask:
WHAT DID I DO?

YOU BATTED THE BALL.

2. Model "batted," then "you batted the ball" immediately after, that is, before you model "batted" again. Do the same for the echo activity
Model: (3). Echo: ◯ (3), ⊙ (3).

c. Complying with such requests with direct what questions about the predicate.

d. Responses to the direct what questions.

BATTED

BATTED

YOU BATTED THE BALL.

YOU BATTED THE BALL.

3. Free Dialog. Give several children a chance to bat, afterwards asking each child who does:

WHAT DID YOU DO?

I BATTED THE BALL.

4. Hold up the picture of a bright new dress.

LOOK AT THE PRETTY (GREEN)
DRESS. IT'S NEW -- BUT NOW --

Hold up the picture of the faded dress.
-- IT'S OLD. IT FADED.

5. Model: (3). Echo: ◯(3), ⊙(3).

IT FADED.

IT FADED.

WHAT HAPPENED
TO THE DRESS?

IT FADED.

Model if necessary.

Repeat this step with another set of new and bright and old and faded pictures.

B. Presentation

1. Free Dialog. Present the Morning Activity pictures, one at a time, in the following manner:

Picture (a): THIS IS
MARY. SHE'S BRUSHING
HER HAIR. SHE BRUSHES
HER HAIR EVERY MORNING.
TOM, WHAT IS MARY DOING?

Use echo intonation (to elicit a confirmation answer).

Tom: SHE'S BRUSHING HER HAIR.

IS SHE BRUSHING HER TEETH?

NO, SHE ISN'T. SHE'S BRUSHING HER HAIR.

WHEN DOES MARY BRUSH HER HAIR?

IN THE MORNING.

JOHN, DO YOU BRUSH YOUR HAIR IN THE MORNING?

John: YES, I DO.
NO, I DON'T. I COMB MY HAIR.

Constrastive stress on "comb."

JANE, WHAT DO YOU DO IN THE MORNING?

Jane: I BRUSH MY HAIR.

Constrastive stress on "you" and "brush."

Picture (b): JOHN IS WASHING HIS FACE. HE WASHES HIS FACE EVERY MORNING. JANE, WHAT IS JOHN DOING?

Use echo intonation (to elicit confirmation answer).

Jane: HE'S WASHING HIS FACE.

IS HE WASHING HIS FEET?

NO, HE'S WASHING HIS FACE.

WHEN DOES JOHN WASH HIS FACE?

IN THE MORNING.

DO YOU WASH YOUR FACE IN THE MORNING?

YES, I DO.
NO, I DON'T.

Lesson 102

Picture (c): THIS IS JOE. HE'S EATING BREAKFAST EVERY MORNING. MARY, WHAT IS JOE DOING?

Mary: HE'S EATING BREAKFAST.

Use echo intonation (to elicit confirmation answer).

IS HE EATING HIS DINNER?

NO, HE'S EATING BREAKFAST.

Contrastive stress on "breakfast."

WHEN DOES JOE EAT HIS BREAKFAST?

IN THE MORNING.

DO YOU EAT BREAKFAST IN THE MORNING?

YES, I DO.

WHAT DO YOU EAT FOR BREAKFASE IN THE MORNING?

I EAT [EGGS. / CEREAL. / TOAST. / ETC.]

Use the breakfast pictures to cue answers if needed or illustrate the suggestions that children offer.

I DRINK [MILK. / ORANGE JUICE. / ETC.]

MARY, WHAT DO YOU DO IN THE MORNING?

Mary: I [BRUSH MY HAIR. / WASH MY FACE. / EAT MY BREAKFAST.]

JOE, WHAT DO YOU DO IN THE MORNING?

Constrastive stress on "you" and "brush." Continue on as in a chain dialog.

Joe: I [EAT MY BREAKFAST. / PLAY WITH MY BROTHER. / HELP MY MOTHER.]

TOM, WHAT DO YOU DO IN THE MORNING?

Continue until everyone has had a turn.

2. Pantomime: Explain to the children that they will pantomime what they do in the morning, such as, brush their hair, wash their face, eat breakfast, in answer to the question, "Mary, what do you do in the morning?" Model the following dialog with the two puppets first.

Encourage the children to think of other things to demonstrate.

Joe: TOM, ASK JANE WHAT SHE DOES IN THE MORNING.

Tom: JANE, SHOW ME WHAT YOU DO IN THE MORNING.

Jane pantomimes washing her face.

Joe: TOM, WHAT DOES JANE DO IN THE MORNING?

Tom: SHE WASHES HER FACE.

Repeat with several other sets of children.

3. Chain Dialog:

WHAT DOES YOUR MOTHER DO IN THE MORNING?

Tom: SHE | COOKS (BREAKFAST). FEEDS THE BABY. CLEANS THE HOUSE. GOES TO WORK. |

TOM, ASK JOE WHAT HIS MOTHER DOES IN THE MORNING.

Tom: JOE, WHAT DOES YOUR MOTHER DO IN THE MORNING?

Joe: SHE_____.

Tom: JOE, ASK JOHN WHAT HIS MOTHER DOES IN THE MORNING.

Joe: JOHN, WHAT DOES YOUR MOTHER DO IN THE MORNING?

Test:

Let two children at a time take the puppets and go through a dialog like the following. Prompt the dialog at first.

1st Puppet: TOM, ASK MARY WHAT SHE DOES IN THE MORNING.

2nd Puppet: (Turning to Mary) MARY, WHAT DO YOU DO IN THE MORNING?

Likely Errors

a. [əd] → * [ed] ~ * [id] for the past tense ending after final [t] or [d] of verbs.

b. Joe, ask Mary what she does in the morning. → *Joe, ask Mary what does she do in the morning. ~ *Joe, ask Mary what she do in the morning.

Lesson 102

Mary: I [BRUSH MY TEETH. / COMB MY HAIR. / EAT BREAKFAST. / PUT ON A DRESS.]

To see how well the others have listened and remembered:

1st Puppet: TOM, ASK JOE WHAT MARY DOES IN THE MORNING.

2nd Puppet: JOE, WHAT DOES MARY DO IN THE MORNING?

Joe: SHE_____.

Give the puppets to different children and continue, the children imitating the dialog above.

c. Mary, what do you do in morning? → *Mary, what you do in the morning? ~ *Mary, what does you do in the morning?

Lesson 103

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [t] as a past tense ending after [s] or [f], as in "dressed" and "laughed."

2. The learner will be able to make requests containing <u>what</u> questions like the following:

Joe, ask Mary what she's going to do.
Tom, ask Joe what Mary did.

3. The learner will be able to comply with such requests by asking the expected questions, for example:

Mary, what are you going to do?
Joe, what did Mary do?

4. New vocabulary: dressed, mittens, wear (verb).

B. Test: See pages 8 and 9.

II. MATERIALS

A. Feltboard figures of a boy and a girl

<u>Teaching Points</u>

a. The voiceless alveolar stop [t] as the past tense ending after either:
   (1) the voiceless alveolar fricative [s];
   (2) the voiceless labiodental fricative [f].

b. Requests containing <u>what</u> indirect questions about the predicate containing the pro-verb "do":
   (1) in the future with "is" (or "am" or "are") + "going to do";
   (2) in the past with "did."

c. Complying with such requests with direct <u>what</u> questions:
   (1) in the future if the indirect question was in the future;
   (2) in the past if the indirect question was in the past.

d. Responses to the direct <u>what</u> questions with the pro-verb <u>do</u>.

B. Items of clothing which can be put on the figures--two sets for each figure, a set appropriate for winter and another for summer, such as: coat, sweater, mittens, raincoat, dress, shirt, pants, etc.

C. A felt sun, a felt dark cloud, and thin blue felt strips to indicate rain

D. A picture of a little girl dressed up in her mother's clothes.

III. PROCEDURES

A. Pronunciation

1. Present the picture of the little girl dressed up in her mother's clothes.

THIS IS MARY. SHE DRESSED
IN HER MOTHER'S CLOTHES.
WHEN HER MOTHER SAW HER,
SHE LAUGHED AND LAUGHED.

2. Hold up the same picture. Model (a), then (b) immediately after, that is, before you model (a) again. Do the same for the echo activity.
Model: (3). Echo: (3).

(a) SHE DRESSED UP.

SHE DRESSED UP.

(b) HER MOTHER
LAUGHED AND
LAUGHED.

HER MOTHER LAUGHED AND
LAUGHED.

3. Substitution. Pass the picture around and let everyone tell what Mary is dressed up in.

SHE DRESSED IN (Point to the shoes) HER MOTHER'S SHOES.

1st L: SHE DRESSED IN HER MOTHER'S DRESS.

2nd L: SHE DRESSED IN HER MOTHER'S HAT.

ETC.

Have each child point to item mentioned.

Likely error: leaving out the the [t] (of ed) after [s] at the end of "dressed."

4. Free Dialog:

WHAT DID MARY'S MOTHER DO WHEN SHE SAW HER?

SHE LAUGHED AND LAUGHED.

Likely error: leaving out the [t] (of ed) after [f] at the end of "laughed."

B. Presentation

1. Remind the children that yesterday you talked about things that we do in the morning, such as: brush our hair, wash our faces, eat our breakfast, etc. Mention that getting dressed is another thing that we do in the morning. And we dress according to the weather. Using the feltboard figures, discuss the items of clothing that children wear in summer, in winter, and on a rainy day. Begin by putting the sun on the felt board and discussing summer clothing.

THIS BOY WEARS SHOES.

Put on his shoes, sticking the shoes over his feet on the felt board. Do the same thing for the girl.

THIS GIRL WEARS SHOES, TOO.

THE BOY WEARS A
SHIRT IN THE SUMMER.
DOES THE GIRL WEAR
A SHIRT?

1st L: NO, SHE DOESN'T

WHAT DOES SHE WEAR?

2nd L: A DRESS.
3rd L: A BLOUSE.

DOES THE BOY WEAR
PANTS OR A DRESS?

4th L: HE WEARS PANTS.

WHAT DO YOU WEAR
IN THE SUMMER?

5th L: A DRESS.
6th L: PANTS.
7th L: A SHIRT.

DOES [SHE / HE] NEED A
COAT?

8th L: NO, [SHE / HE] DOESN'T.

DOES [SHE / HE] NEED
MITTENS?

9th L: NO, [SHE / HE] DOESN'T.

Continue in this manner until the childred are familiar with all the items of clothing.

2. Repeat step 1 for winter weather (put the dark cloud on the feltboard) and rainy weather (put the blue rain strips on), putting appropriate clothing on the figures.

3. Invite one child at a time to come up and put something on one of the felt figures. Remind the

Lesson 103

Put each item of clothing on the figure as it is introduced.

children they must look to see what the weather is, such as: which felt figure is at the top of the feltboard. Put the felt sun on the board.

MARY, COME UP AND PUT SOMETHING ON THE BOY OR THE GIRL. JOE, ASK MARY WHAT SHE'S GOING TO DO.

Joe: MARY, WHAT ARE YOU GOING TO DO?

Mary: I'M GOING TO PUT THE DRESS ON THE GIRL. She does so.

TOM, WHAT DID MARY DO?

Tom: SHE PUT THE DRESS ON THE GIRL.

TOM, ASK JOE WHAT MARY DID?

Tom: JOE, WHAT DID MARY DO?

Joe: SHE PUT THE DRESS ON THE GIRL.

4. Invite another child to come up. Put the rain symbols up.

NOW YOU COME UP, JOE.

Joe comes up.

WHAT ARE YOU GOING TO DO, JOE?

Joe: I'M GOING TO PUT THE RAINCOAT ON THE BOY.

TOM, ASK JOE WHAT HE'S GOING TO DO.

Tom: JOE, WHAT ARE YOU GOING TO DO?

Note: Tom,/ask Joe/what Mary did.

"Raincoat"

Joe: I'M GOING TO PUT THE RAINCOAT ON THE BOY.

JOHN, WHAT DID JOE DO?

John: HE PUT THE RAINCOAT ON THE BOY.

JOHN, ASK TOM WHAT JOE DID.

John: TOM, WHAT DID JOE DO?

Tom: HE PUT THE RAINCOAT ON THE BOY.

5. Chain Dialog. Change the weather symbol again, this time putting up the dark cloud over the sun to signify winter and cold. Invite a child to come up and put something on one of the figures. Begin the chain with:

JOE, ASK JANE WHAT SHE'S GOING TO DO.

Joe: JANE, WHAT ARE YOU GOING TO DO?

Jane: I'M GOING TO PUT THE COAT ON THE GIRL. (She does so).

Joe: TOM, ASK JANE WHAT SHE'S GOING TO DO NOW.

Tom: JANE, WHAT ARE YOU GOING TO DO NOW?

Jane: I'M GOING TO PUT THE MITTENS ON THE GIRL.

Tom: JACK, ASK JANE WHAT SHE'S GOING TO DO NOW.

ETC.

6. Chain Dialog. This time have a child come up and put something on one of the figures without being asked about it beforehand.

Jane puts the mittens on the girl.

TOM, ASK JOE WHAT JANE DID.

Tom: JOE, WHAT DID JANE DO?

Joe: SHE PUT THE MITTENS ON THE GIRL. IT'S COLD.

Jane puts on something else.

Joe: TOM, ASK MARY WHAT JANE DID.

Tom: MARY WHAT DID JANE DO?

Mary: SHE PUT THE RAINCOAT ON THE GIRL. IT'S RAINING.

Jane puts on another article of clothing.

Mary: JOE, WHAT DID JANE DO?

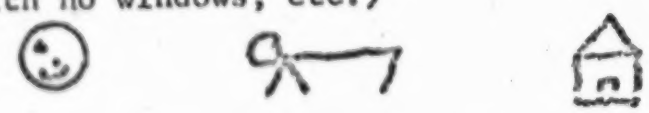
Joe: SHE PUT THE COAT ON THE GIRL.

ETC.

Note: Tom,/ask Mary/what Jane did.

Test:

1. Explain to the children that you are going to play a game in which only girls may direct questions to girls and only boys may direct questions to boys. Therefore, if a boy wants to know what a girl is going to do, he must request another girl to ask for him. Put a series of incomplete stick figure drawings on the chalkboard. (Suggestions: a face with a feature missing, a dog or cat with a leg or tail missing, a house with no windows, etc.)



Invite a girl to come up and complete one of the figures. Before she does, however, ask one of the boys to find out what she's going to do. (Remember, boys ask only boys, and girls ask only girls.)

TOM, LET'S FIND OUT
WHAT MARY IS GOING
TO DO. REMEMBER, YOU
MUST ASK ANOTHER GIRL
TO FIND OUT.

Tom: JANE, ASK MARY WHAT SHE'S GOING TO DO.

Jane: MARY, WHAT ARE YOU GOING TO DO?

Mary: I'M GOING TO PUT A LEG ON THE DOG. She does so.

Invite a boy to come up and complete one of the drawings.

Likely Errors

a. Joe, ask Mary what she's going to do.⟶ *Joe, ask Mary what she going to do. ~ *Joe, ask Mary what is she going to do?

b. Tom, ask John what Mary did.⟶ *Tom, ask John what did Mary do.

c. Tom,/ask John/what Jane did.⟶ *Tom,/ask John/ what Jane did. (This would be correct when in contrast with another verb, e.g., "was" in "Tom, ask John what Jane was.")

d. Joe, what did Mary do?⟶ *Joe, what did Mary did?

JANE, FIND OUT WHAT
TOM IS GOING TO DO.

Jane: JOE, ASK TOM WHAT HE'S GOING TO DO.

Joe: TOM, WHAT ARE YOU GOING TO DO?

Tom: I'M GOING TO PUT A WINDOW ON THE HOUSE.
He does so.

2. Have two children come up to the board while the others cover their eyes. One of the children at the board will complete one of the drawings. The children at their seats will inquire about what has been done.

Mary puts a window on the house. John stands by and watches.

TOM, ASK JOHN WHAT
MARY DID.

Tom: JOHN, WHAT DID MARY DO?

John: SHE PUT A WINDOW ON THE HOUSE.

Have other children come up to the board and repeat the procedure.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [d] as a past tense ending after [z] or [v] , as in "buzzed" and "waved."

2. The learner will be able to make requests containing <u>what</u> questions like the following:

Joe, ask Mary what she's going to do in the tub.
Tom, ask Joe what Mary did in the tub.

3. The learner will be able to comply with such requests by asking the expected questions, for example:

Mary, what are you going to do in the tub?
Joe, what did Mary do in the tub?

4. New vocabulary: tub

B. Test: See pages 6, 7, and 8.

<u>Teaching Points</u>

a. The voiced alveolar stop [d] as the past tense ending after either:
   (1) the voiced alveolar fricative [z] ;
   (2) the voiced labiodental fricative [v] .

b. Prepositional phrases of location, e.g., "in the tub," as expansions in requested indirect <u>what</u> questions about the predicate with the pro-verb "do":
   (1) in the future with "is" (or "am" or "are") + "going to do;"
   (2) in the past with "did."

c. Complying with such requests with direct <u>what</u> questions with the pro-verb "do":
   (1) in the future if the indirect question was in the future;
   (2) in the past if the indirect question was in the past.

d. Responses to such direct <u>what</u> questions with the pro-verb "do."

II. MATERIALS

A. Two puppets, a bell, a bag of marbles, two sticks, a "squeak doll" or animal, a toy bathtub (large enough for one of the puppets to fit into), and a large box.

B. Three cat pictures: (a) a cat who has broken a vase under the table;
(b) a cat who has caught a mouse behind the door;
(c) a cat who has tipped over a dish of milk on the floor.

C. A picture of a bear eating honey with a bee in the background.

III. PROCEDURES

A. Pronunciation

1. Present the following poem to the class:

Hold up the picture of the bear.

ISN'T IT FUNNY
HOW A BEAR LIKES HONEY
I WONDER WHY HE DOES,
BUZZ, BUZZ, BUZZ.

From Winnie the Pooh, by A. A. Milne.

Repeat the verse several times, letting the children join in when they can.

2. Free Dialog:

JOHN, WHAT SAYS "BUZZ, BUZZ, BUZZ?"

John: A BEE.

Point to the bee.

TOM, WHAT DOES A BEE SAY?

Tom: BUZZ, BUZZ, BUZZ.

3. Point to Tom.
Model: (3). Echo: ◯(3), ⊙.

HE BUZZED.

HE BUZZED.

4. Free Dialog. Call on several children to answer individually.

WHAT DID TOM DO?

HE BUZZED.

Likely error: [bəzd]—>* [bəzt] ~ * [best] for "buzzed."

5. Model: (3). Echo: ◯(3), ⊙.

BUZZED.

BUZZED.

6. Free Dialog:

Wave at the class.
WHAT DID I DO?

YOU WAVED.

7. Model: (3). Echo: ◯(3), ⊙.

YOU WAVED.

YOU WAVED.

8. Model: (3). Echo: ◯(3), ⊙.

WAVED.

WAVED.

Likely error: [weyvd]—>*[weyvt] ~*[weyft] for "waved."

9. Free Dialog. Repeat step 6, this time calling on several children to respond.

Lesson 104

B. Presentation

1. Chain Dialog. Present the following dialog with the puppets, Joey and Pamie:

Joey: WHERE ARE YOU, PAMIE?

Pamie is concealed from the class, perhaps behind a chart rack or a box.

Pamie: I'M IN THE TUB.

Joey: WHAT ARE YOU GOING TO DO IN THE TUB?

Pamie: I WON'T TELL YOU!

Joey: TOM, ASK PAMIE WHAT SHE'S GOING TO DO IN THE TUB.

Joey turns to one of the children in the group.

Tom: PAMIE, WHAT ARE YOU GOING TO DO IN THE TUB?

Pamie: I WON'T TELL YOU!

Tom: MARY, ASK PAMIE WHAT SHE'S GOING TO DO IN THE TUB.

Mary: PAMIE, WHAT ARE YOU GOING TO DO IN THE TUB?

Pamie: I WON'T TELL YOU!

Continue in this manner until every child has asked Pamie what she's going to do.

2. Chain Dialog. Introduce the activity as indicated.

NOW WATCH. YOU CAN SEE WHAT PAMIE IS GOING TO DO IN THE TUB.

Make Pamie wash her face.

MARY, WHAT DID PAMIE DO IN THE TUB?

Mary: SHE WASHED HER FACE.

TOM, WHERE DID PAMIE WASH HER FACE?

Tom: IN THE TUB.

TOM, ASK JOHN WHAT PAMIE DID IN THE TUB.

Tom: JOHN WHAT DID PAMIE DO IN THE TUB?

John: SHE WASHED HER FACE.

3. Chain Dialog:

NOW PAMIE'S GOING TO DO SOMETHING ELSE. BUT ONLY JOEY CAN SEE.

Hide Pamie again and allow Joey to see her.

Have Pamie wash her hands.

TOM, ASK JOEY WHAT PAMIE DID IN THE TUB.

Tom: JOEY, WHAT DID PAMIE DO IN THE TUB?

Joey: I WON'T TELL YOU.

Instruct Joey not to tell.
Note: Mary/ask Joey/what Pamie did in the tub.

Tom: MARY, ASK JOEY WHAT PAMIE DID IN THE TUB.

Mary: JOE, WHAT DID PAMIE DO IN THE TUB?

Joey: I WONT' TELL YOU.

Continue in this fashion until the last child asks, and have Joey answer him:

Joey: SHE WASHED HER HANDS.

4. Free Dialog:

TOM, WHERE DID PAMIE WASH HER HANDS?

Tom: IN THE TUB.

MARY, ASK JOE WHERE PAMIE WASHED HER HANDS.

Mary: JOE, WHERE DID PAMIE WASH HER HANDS?

Joe: IN THE TUB.

JANE, WHAT DO YOU WASH IN THE TUB?

Jane: (I WASH) MY FACE. / MY HANDS. / MY FEET. / ETC.

Test:

1. Place the bell, the bag of marbles, the two sticks, and the doll or animal that squeaks when it is squeezed behind the box. Explain to the class that you are going to whisper someone's name to Mary. This is the only person that Mary will tell what she is going to do behind the box. To everyone else who will give the answer, "I won't tell you." Whisper ("John") to Mary.

Likely Errors

a. Joe, ask Mary what she's going to do in the tub. → *Joe, ask Mary what is she going to do in the tub?

b. Tom, ask Joe what Mary did in the tub. → *Tom, ask Mary what did she do in the tub?

TOM, ASK MARY WHAT SHE'S GOING TO DO BEHIND THE BOX.

Tom: MARY, WHAT ARE YOU GOING TO DO BEHIND THE BOX.

Mary: I WON'T TELL YOU.

Tom: JOE, ASK MARY WHAT SHE'S GOING TO DO BEHIND THE BOX.

Joe: MARY, WHAT ARE YOU GOING TO DO BEHIND THE BOX.

Mary: I WON'T TELL YOU.

Continue in this fashion until John (i.e. the name you have whispered to Mary) asks:

John: MARY, WHAT ARE YOU GOING TO DO BEHIND THE BOX?

Mary:

I'M GOING TO
RING THE BELL.
HIT THE STICKS.
SHAKE THE MARBLES.

She does so.

Vary this activity by placing things behind the door, under the desk, etc.

c. Tom,/ask Joe/what Mary did in the tub.—> *Tom/ask Joe/ what Mary did in the tub. (Where "tub" is not new information.)

d. Joe, what did Mary do in the tub?—> *Joe, what Mary did in the tub?

2. One child will be given one of the cat pictures. No one else will see the picture and the child holding it will tell only one child what the cat did. (Again, you will whisper to him the name of the child he will tell about the picture.)

Give the picture to Joe and whisper "Mary" in his ear. Tell the class that the cat in Joe's picture has done something behind the door and they must find out what it is.

JOE, WHAT DID THE CAT DO BEHIND THE DOOR?

Joe: I WON'T TELL YOU.

TOM, ASK JOE WHAT THE CAT DID BEHIND THE DOOR.

Tom: JOE, WHAT DID THE CAT DO BEHIND THE DOOR?

Joe: I WON'T TELL YOU.

Tom: MARY, ASK JOE WHAT THE CAT DID BEHIND THE DOOR?

Mary: JOE, WHAT DID THE CAT DO BEHIND THE DOOR?

Joe: HE CAUGHT A MOUSE (BEHIND THE DOOR.)

Continue in this fashion, using the other cat pictures and different children.

Lesson 105

I. OBJECTIVES

A. Content

1. The learner will become familiar with requests containing what indirect question clauses like those in lessons 102, 103, and 104.

2. The learner will become familiar with direct questions expected by such requests, like those in lessons 102, 103, and 104.

B. No Test.

II. MATERIALS

A. Bathroom items: Toothbrush, washrag, hair brush, soap, etc.

B. Kitchen items: bowl, spoon, cake mix, etc.

C. Five puppets: a father and a mother, a boy and a girl, and a teacher

Teaching Points

a. Requests with indirect what questions about the predicate through the use of some form of the pro-verb "do" with temporal phrases, such as, "in the morning" or locative phrases, such as, "in the bathroom" as expansions:
(1) in the future with "is" (or "am" or "are") + "going to do;"
(2) in the past with "did;"
(3) in the (habitual) present with "does" (or "do").

b. Complying with such requests with direct what questions with the pro-verb "do."

c. Responses to the direct what questions with the pro-verb "do."

III. PROCEDURES

Presentation

1. Dramatic Activity. Model (except Mary's role) with the father and mother puppets, the following:

Mother: WHERE'S MARY

Father: SHE'S IN THE BATHROOM.

Mother: ASK HER WHAT SHE'S DOING IN THE BATHROOM. IT'S TIME FOR BREAKFAST!

Impatiently.

Father: MARY, WHAT ARE YOU DOING IN THE BATHROOM?

Mary: I'M_____.

Leave this up to Mary. Answers might include: "I'm washing my face," "I'm brushing my teeth," etc.

Father: WELL HURRY! IT'S TIME FOR BREAKFAST!

2. Free Dialog. Have three children imitate the dialog in step 1. Afterwards, involve others in the class with questions about the activity.

Allow as much improvisation as the children are capable of. The purpose of the activity is composition--i.e., the free use of language rather than rigidly echoing modeled structures.

TOM, ASK FATHER WHAT MARY DID IN THE BATHROOM.

Tom: FATHER, WHAT DID MARY DO IN THE BATHROOM?

Father: SHE BRUSHED HER TEETH.

John: MOTHER, WHERE DID MARY BRUSH HER TEETH?

ETC.

3. Model (except for the mother's role, who can be one of the girls in your class) with the boy and girl puppets, the following:

Bob: WHERE'S MOTHER?

Mary: SHE'S IN THE KITCHEN.

Bob: ASK MOTHER WHAT SHE'S GOING TO DO IN THE KITCHEN.

Mary: MOTHER, WHAT ARE YOU GOING TO DO IN THE KITCHEN?

Mother: I'M GOING TO_____.

As she explains what she plans to do, she can be using the kitchen props.

4. Have three children imitate the dialog in step 3. Afterwards, ask the same kinds of questions that were suggested in step 2.

5. Model (except for Tom's role, who can be one of the boys in your class) with the teacher and girl puppets, the following:

Teacher: TOM'S LATE. HE'S ALWAYS LATE. MARY, ASK TOM WHAT HE DOES IN THE MORNING.

Mary: TOM, WHAT DO YOU DO IN THE MORNING?

Tom: I_____.

Tom pretends to be just coming to school.

6. Proceed in the same manner as (after modeling the dramatic activities) in steps 2 and 4.

I. OBJECTIVES

A. Content

1. The learner will be able to pronounce [d] as a past tense ending after [z] and [v], as in "buzzed" and "waved."

2. The learner will be able to pronounce [s] after a cluster of two other consonants at the end of words, as in "carts."

3. The learner will be able to pronounce [z] after a cluster of two other consonants at the end of words, as in "cards."

B. No Test.

II. MATERIALS

A. A picture of a bee flying among some flowers.

B. Two toy carts or a picture of two or more carts.

C. Four or more flash cards (reading, arithmetic, etc.) or a picture of two or more cards.

III. PROCEDURES

1. Show the picture of the bee and present the following poem to the class:
Model: (3).

Lesson 106

Teaching Points

a. The voiced alveolar stop [d] as a past tense ending after a voiced fricative, specifically, the alveolar [z] and the labiodental [v].

b. The voiceless alveolar fricative [s] after the retroflex [r] followed by the voiceless alveolar stop [t].

c. The voiced alveolar fricative [z] after the retroflex [r] followed by the voiced alveolar stop [d].

Lesson 106

WHEN A BEE MAKES HONEY
THIS IS WHAT IT DOES:
IT FLIES AROUND THE FLOWERS,
BUZZ, BUZZ, BUZZ.

Let the class join in when they can.

Then say:

JOE, WHEN A BEE FLIES
AROUND THE FLOWERS,
WHAT DOES IT SAY?

Joe: BUZZ, BUZZ, BUZZ.

2. Point to Joe.
Model: (3). Echo: ○ (3), ⊙.

HE BUZZED.

HE BUZZED.

Likely error: [bəzd] → * [bəz]
~ * [bəzəd] ~
* [best] .

3. Free Dialog. Have Jane wave at the class as she goes out the door.

BOYS AND GIRLS, ASK ME
WHAT JANE DID.

○: WHAT DID JANE DO?

SHE WAVED.
JOE, WHAT DID JANE DO?

Joe: SHE WAVED.

4. Model: (3). Echo: ○ (3), ⊙ .

SHE WAVED.

SHE WAVED

Likely error: [veyvd] → * [veyv]
~ * [veyved] ~
* [veyf] .

5. Chain Dialog:

JIM, WHAT DID [JANE / THE BEE] DO?

Jim: SHE WAVED.
IT BUZZED.

Tom: SHE WAVED.
BETTY, WHAT DID THE BEE DO?

Betty: IT BUZZED.
BILL, WHAT DID JANE DO?

ETC.

6. Hold up the appropriate picture or objects.
Model: (3). Echo: ○ (3), ⊙.

CARTS - CARDS

CARDS - CARTS

CARDS - CARTS

CARTS - CARDS

CARTS - CARDS

CARDS - CARTS

CARDS - CARTS

CARTS - CARDS

7. Free Dialog. Hold up the cards.

BOYS AND GIRLS,
WHAT ARE THESE?

○: THEY'RE CARDS.

Repeat several times.

8. Free Dialog. Hold up the carts.

BOYS AND GIRLS,
WHAT ARE THESE?

○: THEY'RE CARTS.

Repeat several times.

Lesson 106

9. Chain Dialog. Hold up one of the two pictures.

TOM, WHAT'RE THESE?

Tom: THEY'RE CARDS.
JANE, WHAT'RE THESE?

Jane: THEY'RE CARTS.
MARY, WHAT'RE THESE?

Mary: THEY'RE CARDS.

ETC.

Hand the two pictures to Tom and he holds one up.

Tom hands the pictures to Jane and she holds one up.

Level II

Lesson 107

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

Who's taller, John or Mary?
Which is bigger, a horse or a chicken?
Which is longer, the yellow pencil or the blue pencil?

2. The learner will be able to answer these questions with sentences like:

Mary's taller than John. Mary's taller. Mary is.

A horse's bigger than a chicken. A horse is bigger. A horse is.

The blue pencil's longer than the yellow pencil. The blue pencil's longer. The blue pencil is.

3. The learner will be able to pronounce [t] after other consonants at the end of words, as in "walked," "stamped," and "marched."

B. Test: See pages 6 and 7.

II. MATERIALS

A. Pictures of a dog and a cat; a horse and a chicken; a pig and a duck; a goat and a rabbit; a cow and a

Teaching Points

a. Who questions about two human nouns being compared.

b. Which questions about two inanimate nouns being compared.

c. The responses to such questions.

d. The comparative form (-er) of adjectives in such questions and responses.

e. The voiceless alveolar [t] as the past tense form after all voiceless consonants except [t].

turkey; and a teacher. The pictures should each have both of the animals indicated in order that the respective sizes may be accurately proportionate to each other.

B. A box of pencils (of several lengths and colors), a policeman's hat, a fireman's hat, a nurse's hat, and a mailman's hat and bag.

III. PROCEDURES

A. Pronunciation

1. Use hand puppet to perform each mation before you mention it, such as, have the puppet jump, stamp, march, etc. After the puppet does the motion you say it while the children listen. Then have them say it while you listen.
Model: (3). Echo: ◯(3), ⊙.

HE JUMPED.

HE STAMPED.

HE MARCHED.

HE SPANKED.

HE WALKED.

HE JUMPED

HE STAMPED.

HE MARCHED.

HE SPANKED.

HE WALKED.

2. Let each pupil in turn hold the puppet, have it make one of the motions, and then say what it did.

HE MARCHED.
HE STAMPED.
HE SPANKED.
ETC.

B. Presentation

1. Have Joe and Jane stand back to back. Indicate the tops of their heads and the fact that one pupil is taller than the other.
Model: (2).

WHO'S TALLER, JOE OR JANE?

JOE'S TALLER THAN JANE (IS).

2. Free Dialog. Call first on the pupils who are most likely to give the correct response.

MARY, WHO'S TALLER,
JOE OR JANE?

Mary: JOE'S TALLER THAN JANE (IS).

JANE, WHO'S TALLER,
TOM OR MARY?

Jane: MARY'S TALLER THAN TOM (IS).

Continue on for several other pairs, having different pupils stand back to back.

3. Hold up a pair of pictures such as, a horse and a chicken.
Model: (2).

WHICH IS BIGGER, A HORSE OR A CHICKEN?

A HORSE IS BIGGER THAN A CHICKEN.

4. Free Dialog. Hold up the different pictures as you ask the following questions:

JOE, WHICH IS BIGGER,
A COW OR A TURKEY?

Model the answer if you have to. Allow the shorter responses "Joe is" or "Joe's taller."

Have Tom and Mary stand back to back.

If two pupils are indistinguishable, say "They're just the same" or "neither one is taller."

Move your hands out to indicate the quality of bigness.

Lesson 107

Joe: A COW IS BIGGER THAN A TURKEY.

Model the answer if you have to. Allow the shorter responses "A cow is" or "A cow's bigger."

MARY, WHICH IS BIGGER, A PIG OR A DUCK?

Mary: A PIG IS.

JANE, WHICH IS BIGGER, A GOAT OR A RABBIT?

Jane: A GOAT IS BIGGER THAN A RABBIT.

ETC.

5. Hold up two different colored pencils, one longer than the other.
Model (2).

Hold the pencils side by side so that the pupils can see that one is longer than the other.

WHICH IS LONGER, THE YELLOW PENCIL OR THE BLUE ONE?

THE BLUE PENCIL IS LONGER THAN THE YELLOW PENCIL.

6. Free Dialog. Hold up two different colored pencils of different lengths each time as you ask the following questions.

JANE, WHICH IS LONGER, THE RED OR THE GREEN PENCIL?

Jane: THE RED PENCIL IS LONGER THAN THE GREEN PENCIL.

Model the answer if you have to. Allow the shorter responses "The red pencil is" or "The red one's longer."

TOM, WHICH IS LONGER, THE BROWN PENCIL OR THE YELLOW PENCIL?

Tom: THE YELLOW PENCIL IS.

ETC.

7. Chain Dialog. Place the box of pencils and the pairs of pictures on the table. Also place on the table the picture of the teacher and the hats of the mailman, fireman, nurse, policeman. Help the pupils carry on the following dialog by having different pupils pretend to be a teacher, fireman, etc., and by modeling as much of the dialog as you have to. Let each pupil choose the activity he is going to ask the question about.

1st L:	WHO'S TALLER, THE POLICEMAN OR THE NURSE?	Have one pupil wear the policeman's cap and the other pupil the nurse's.
2nd L:	THE POLICEMAN'S TALLER THAN THE NURSE?	Have the policeman and nurse stand back to back.
	WHICH IS LONGER, THE RED PENCIL OR THE BLUE PENCIL?	Have him hold up the two pencils.
3rd L:	THE RED PENCIL IS.	
	WHICH IS BIGGER, A HORSE OR A CHICKEN?	Have him hold up the two pictures.
4th L:	A HORSE IS BIGGER THAN A CHICKEN.	
	WHO'S TALLER, THE FIREMAN OR THE TEACHER?	Have two pupils pretend to be a fireman and a teacher and stand back to back.

ETC.

Test:

Have the girls stand in one line and the boys in another. Place the first boy and girl back to back. Ask:

JOE, WHO'S [TALLER, / SHORTER,] JOHN OR MARY?

Model the correct response at first if you have to:

Joe: MARY'S TALLER THAN JOHN.
MARY'S TALLER.
MARY IS.

JOHN'S SHORTER THAN MARY.
JOHN'S SHORTER.
JOHN IS.

Allow any form of the correct answer. Then place the next two pupils back to back and have Joe ask:

Joe: MARY, WHO'S TALLER,
TOM OR JANE?

See if she can give a correct answer. Continue on around the group, have some pupils stand back to back more than once, until all of the pupils have had a chance to ask and answer the questions.

Put the box of different colored pencils on the table, and place the animal pictures in pairs (such as, a dog and cat, horse and chicken, pig and duck, goat and rabbit, cow and turkey) face down on the table. Pick up a pair of pictures and ask about them. It may sound like this:

Likely Errors

a. Who's taller, John or Mary?⟶*Who's more taller, John or Mary?

b. Which is bigger, a horse or a chicken?⟶*Which is more big a horse or a chicken?

c. Which is longer, the red pencil or the yellow pencil? ⟶*Which is longer, the red pencil and the yellow pencil.

d. [wɔkt]⟶*Leaving out [t] as a past form, such as, [wɔk] for "walked."

JOE, WHICH IS BIGGER,
A COW OR A TURKEY?

Allow either form of correct response:

Joe:
A COW IS. A COW IS BIGGER THAN A TURKEY.

Then take two pencils from the box and ask:

WHICH IS LONGER THE GREEN
PENCIL OR THE RED PENCIL?

Allow either form of the correct answer:

THE RED PENCIL IS LONGER THAN THE GREEN PENCIL. THE RED PENCIL'S LONGER. THE RED PENCIL IS.

Have Joe take your place in picking the next pair of pictures and pencils and in asking his neighbor the questions about them. Model only as much as you have to. Continue on around the group until everyone has asked and answered questions.

Lesson 108

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like the following:

Who's taller than John?
What's bigger than a mouse?

2. The learner will be able to respond to such questions with statements like the following:

Tom is. Tom is taller than John.

A horse is. A horse. A horse is bigger than a mouse.

B. Test: See pages 4 and 5.

II. MATERIALS

A picture of each of the following: a bike, a trike, a wagon, a scooter, a mouse, a horse, and an elephant.

III. PROCEDURES

A. Review

1. Chain Dialog. Put the pictures of a bike, a trike, a scooter, and a wagon on the chalk rail. Have Tom and Mary come up. Give Tom two marbles and Mary three marbles.

TOM, WHICH HAS MORE WHEELS,
THE TRIKE OR THE WAGON?

Point to the trike and the wagon.

Teaching Points

a. Who questions about two human nouns being compared

b. What questions about two non-human nouns being compared.

c. The responses to such questions.

d. The comparative form (-er) of adjectives.

Tom: THE WAGON.
THE WAGON DOES.

MARY, WHO HAS MORE MARBLES, YOU OR I?

Tom points to Mary, then to himself.

Mary: I DO.

JOE, WHICH HAS MORE WHEELS, THE SCOOTER OR THE TRIKE?

Mary points to the scooter and the trike.

Joe: THE TRIKE.
THE TRIKE DOES.
THE TRIKE HAS MORE WHEELS.

BETTY, WHO HAS MORE MARBLES, TOM OR MARY?

Joe points to Tom and Mary.

Betty: MARY.
MARY DOES.
MARY HAS MORE MARBLES.

ETC.

B. Presentation

1. Hold up the pictures of a horse and a mouse. Move the appropriate picture as you mention it.
Model: (3). Echo: ○ (3), ⊙ .

A HORSE IS BIGGER THAN A MOUSE.

A HORSE IS BIGGER THAN A MOUSE.

2. Model: (3). Echo: ○ (3), ⊙.
WHAT'S BIGGER THAN A MOUSE?

WHAT'S BIGGER THAN A MOUSE?

A HORSE IS.
A HORSE.
A HORSE IS BIGGER THAN A MOUSE.

A HORSE IS.
A HORSE.
A HORSE IS BIGGER THAN A MOUSE.

3. Free Dialog. Divide the class in half. Have the pupils asking and answering the question point to to the appropriate picture on the chalk tray. Have the pupils ask and answer the question twice.

(1): WHAT'S BIGGER THAN A MOUSE?

(2): A HORSE.
A HORSE IS.
A HORSE IS BIGGER THAN A MOUSE.

Now reverse roles.

4. Repeat steps 1, 2, and 3 with pictures of a horse and an elephant.

5. Have Tom and Mary stand back to back as you ask the question:

WHO'S TALLER THAN MARY?

(2): TOM.
TOM IS.
TOM IS TALLER THAN MARY.

Provide the response if necessary.

6. Model: (3). Echo: (2) (3), (1).
WHO'S TALLER THAN MARY?

WHO'S TALLER THAN MARY?

Test:

1. Chain Dialog. Have two different pupils stand back to back each time a different pupil asks the question.

TOM, WHO'S TALLER THAN JANE?

Tom:
JOE.
JOE IS.
JOE IS TALLER THAN JANE.

MARY, WHO'S TALLER THAN MIKE?

Mary:
ALICE.
ALICE IS.
ALICE IS TALLER THAN MIKE.

JOE, WHO'S TALLER THAN JANE?

Joe:
EDDIE.
EDDIE IS.
EDDIE IS TALLER THAN JANE.

ETC.

2. Chain Dialog. Put the pictures of the mouse, the horse, and the elephant on the chalk tray.

JANE, WHAT'S BIGGER THAN A HORSE?

Jane:
AN ELEPHANT.
AN ELEPHANT IS.
AN ELEPHANT IS BIGGER THAN A HORSE.

Likely Errors

a. Who's taller than Jane?
→*Who's tall than Jane?

b. Who's taller than Jane?
→*Who's the taller than Jane?

c. What's bigger than a horse?
→*What bigger than a horse?

d. What's bigger than a horse?
→*What's the bigger than a horse?

TOM, WHAT'S BIGGER THAN
A MOUSE?

Tom:

A HORSE.
A HORSE IS.
A HORSE IS BIGGER THAN
A MOUSE.
AN ELEPHANT.
AN ELEPHANT IS.
AN ELEPHANT IS BIGGER
THAN A MOUSE.

ETC.

Lesson 109

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

   Who's tallest, John, Mary, or Jane?
   Which is the biggest, a horse, a chicken, or a mouse?
   Which is the longest, the yellow, the blue, or the red pencil?

2. The learner will be able to answer these questions with sentences like:

Mary's the tallest. Mary is.

A horse is the biggest. A horse is.

The red pencil is the longest. The red pencil is.

3. The learner will be able to pronounce [d] after other consonants at the end of words, as in "combed" and "burned."

B. Test: See pages 6, 7, and 8.

II. MATERIALS

A. Pictures of each of the following: a dog, a cat, a horse, a chicken, a pig, a duck, a goat, a rabbit, a cow, a turkey, and a teacher. Make certain that the different pictures accurately represent the relative sizes of the animals

Teaching Points

a. Who questions about three human nouns being compared.

b. Which questions about three nonhuman nouns being compared.

c. The responses to such questions.

d. The superlative form (-est) of adjectives in such questions and responses.

e. The voiced alveolar [d] as a past tense form after all voiced consonants except [d].

B. A box of pencils (of several lengths and colors), a policeman's hat, a nurse's hat, a fireman's hat, and a mailman's bag.

III. PROCEDURES

A. Review

1. Free Dialog. Have two different pupils stand back to back each time you ask the question.

JOE, WHO'S TALLER,
MARY OR JANE?

Joe: MARY'S TALLER THAN JANE.
MARY IS.

Model the correct response at first if you have to. Encourage the short response, "Mary is."

JANE, WHO'S TALLER,
TOM OR JOE?

Jane: JOE IS.

Continue on around the group until everyone has had a chance to answer.

B. Presentation

1. Have three pupils stand together.
Model: (2).

WHO'S TALLEST, JOHN,
MARY, OR JANE?
MARY'S THE TALLEST.

If you prefer, say, "Who's the tallest,...?"

2. Free Dialog. Have John, Mary, and Jane stand in a circle back to back.

JOE, WHO'S TALLEST,
JOHN, MARY, OR JANE?

Joe: MARY'S THE TALLEST.
MARY IS.

Model the answer if you have to.

Lesson 109

JANE, WHO'S TALLEST,
TOM, JOE, OR MARY?

Jane: TOM IS.
TOM'S THE TALLEST.

Continue on around the group for several other turns, having different pupils stand in a circle back to back.

Have Tom, Joe, and Mary stand in circle back to back.

3. Hold up three pictures, e.g. a cow, a bird, and a dog.
Model: (2).

WHICH IS THE BIGGEST,
A COW, A BIRD, OR A
DOG?
A COW IS THE BIGGEST.

4. Free Dialog. Hold up the pictures of the three animals you mention each time as you ask the following questions.

JOE, WHICH IS THE
BIGGEST, A CHICKEN,
A GOAT, OR A CAT?

Joe: A GOAT'S THE BIGGEST.
A GOAT IS.

Model the answer if you have to.

JANE, WHICH IS THE
BIGGEST, A COW, A
CAT, OR A DUCK?

Jane: A COW'S THE BIGGEST.
A COW IS.

Continue on for several more turns holding up different pictures each time.

5. Hold up three different colored pencils of varying lengths.
Model: (2).

WHICH IS THE LONGEST,
THE YELLOW, THE BLUE,
OR THE RED PENCIL?

THE RED PENCIL IS THE
LONGEST.

6. Free Dialog. Hold up three different colored pencils of varying lengths each time as you ask the following questions.

TOM, WHICH IS THE
LONGEST, THE BROWN,
THE GREEN, OR THE
WHITE PENCIL?

Tom: THE GREEN PENCIL'S
THE LONGEST.
THE GREEN PENCIL IS.

Model the answer if you have to.

JANE, WHICH IS THE
LONGEST, THE BLUE,
THE PINK, OR THE
BLACK PENCIL?

Jane: THE BLUE PENCIL'S
THE LONGEST.
THE BLUE PENCIL IS.

Continue on for several other turns.

Use "shortest" occasionally.

7. Chain Dialog. Place the box of pencils and all of the pictures on the table. Also place on the table, the mailman's bag, and the hats of the fireman, nurse, and policeman. Help the pupils carry on the following dialog by having different pupils pretend to be a teacher, fireman, etc. and by modeling as much of the dialog as you have to. Let each pupil choose the activity he is going to ask the question about.

Lesson 109

1st L: WHO'S TALLEST, THE TEACHER, THE POLICEMAN, OR THE NURSE?

Have three pupils wear the hats of the teacher, policeman, and nurse. Have them stand in a circle back to back.

2nd L: THE POLICEMAN IS THE TALLEST.

WHICH IS THE BIGGEST, A HORSE, A CHICKEN, OR A DUCK?

Have him hold up the three pictures

3rd L: A HORSE IS.

WHICH IS THE LONGEST, THE RED, THE YELLOW, OR THE BROWN PENCIL?

Have him hold up the three pencils.

4th L: THE RED PENCIL.

WHO'S TALLEST, THE FIREMAN, THE MAILMAN, OR THE POLICEMAN?

Have three pupils pretend to be the fireman, mailman, and policeman.

ETC.

C. Pronunciation

1. Have a boy get up and comb his hair. Then point to him as you say the sentence.
Model: (3). Echo: ○(3), ⊙.

HE COMBED HIS HAIR.

HE COMBED HIS HAIR.

Have a boy get up and rub his hands together and then put them under his arm.

Lesson 109

HE WARMED HIS HANDS.

HE WARMED HIS HANDS.

Have a boy pretend to drink something hot and then make a face and point to his tongue as if he had burned it.

HE BURNED HIS TONGUE.

HE BURNED HIS TONGUE.

2. Recite the following poem. Start off by reciting it several times, and let the children join you whenever they care to. Encourage them to join in in saying, "combed," "warmed," and "burned."

HE COMBED HIS HAIR THIS MORNING.

HE WARMED HIS HANDS AT LAST.

HE BURNED HIS TONGUE AT SUPPERTIME.

HE DRANK HIS SOUP TOO FAST.

Have three boys act out the poem. If you recite it more than once choose new pupils each time to act out the poem. Be sure and listen to the pronunciation and correct it where necessary.

Test:

1. Have three pupils stand in a circle back to back. Ask:

JOE, WHO'S TALLEST,
JOHN, MARY, OR JANE?

Model the correct answer for him if you have to.

Allow either form of the correct answer.

MARY'S THE TALLEST.
MARY IS.

Likely Errors

a. Who's tallest, John, Mary, or Jane? ⟶ *Who's very tall, John, Mary or Jane? (Where the intention is to compare the three persons.)

b. Which is the biggest, a cow, a bird, or a dog? ⟶ *Which is the bigger, a cow, a bird, or a dog?

Then have three other pupils stand back to back and have Joe ask:

Joe: MARY, WHO'S TALLEST, TOM, JANE, OR JOHN?

See if she can answer correctly. Continue on around the group until everyone has had a chance to ask and answer a question.

2. Place all of the pictures face down on the table. Pick up three of them, hold them up for the group to see, and ask:

JOE, WHICH IS THE BIGGEST,
A COW, A BIRD, OR A DOG?

Model the correct answer for him if you have to.

Joe: A COW IS THE BIGGEST.
A COW IS.

Then replace the pictures and have Joe pick up three others. Have him hold them up and ask:

Joe: JANE, WHICH IS THE BIGGEST, A CHICKEN, A GOAT, OR A CAT?

See if she can answer correctly. Continue on around the group until everyone has had a chance to ask and answer a question.

3. Start a box of pencils to be passed around the group by taking three pencils out of the box, holding them up, and asking:

c. Which is the longest, the yellow, the blue, or the red pencil? → *Which is the longest, the yellow, the blue, and the red pencil.

d. Leaving out [d] as a past tense form, such as, [kowmd] → *[kowm] for "combed."

JOE, WHICH IS THE LONGEST,
THE YELLOW, THE BLUE, OR
THE RED PENCIL?

Model the answer for him if you have to:

Joe: THE RED PENCIL IS THE LONGEST.
THE RED PENCIL.

Replace the pencils and pass the box on to Joe. Have him take out three pencils and ask his neighbor:

Joe: TOM, WHICH IS THE LONGEST, THE BROWN, THE GREEN, OR THE WHITE PENCIL?

See if he can answer correctly. Continue on around the group until everyone has had a chance to ask and answer a question.

Level II

Lesson 110

I. OBJECTIVES

A. Content

1. The learner will become familiar with who, which, and what questions containing the comparative or superlative forms of adjectives like those in lessons 107, 108, and 109.

2. The learner will become familiar with the responses to such questions like those in lessons 107, 108, and 109.

B. No Test.

II. MATERIALS

Ten marbles and pictures of a trike, a wagon, a bike, a scooter, an ant, a bug, a bird, a lion, a tiger, a chicken, a horse, a spider, an elephant, a cow, a turkey, and a duck.

III. PROCEDURES

1. Free Dialog. Put the pictures of the trike, bike, wagon, and scooter on the chalk tray. Tell the children they may use questions like the following:

Teaching Points

a. Who questions with the -er comparative form of adjectives.

b. Comparative constructions with "than," as in "Who's taller than John?"

c. Comparative constructions with "or," as in "Who's taller, John or Bill?"

d. Who and which questions with the -est superlative form of adjectives and containing the "or" construction.

WHAT'S BIGGER THAN A TRIKE?
WHICH HAS MORE WHEELS, A BIKE OR A WAGON?
WHAT HAS MORE WHEELS THAN A SCOOTER?
WHICH HAS MORE WHEELS, A BIKE, A TRIKE OR A WAGON?
WHICH HAS THE MOST WHEELS, A SCOOTER, A BIKE,
OR A TRIKE?

Divide the class into two teams. Have the pupil asking the question call the name of an opposing team member after he asks the question. Give one point for each correct answer. Make sure each pupil gets to ask and answer a question.

1st L - Team #1:	WHAT HAS MORE WHEELS THAN A TRIKE, TOM?	
Tom - Team #2:	A WAGON (DOES). WHAT'S BIGGER THAN A SCOOTER, ALICE.	Team #2 gets a point.
Alice - Team #1	A BIKE (IS). WHICH HAS MORE WHEELS, A BIKE, A TRIKE, OR A SCOOTER, JOE?	Team #1 gets a point.
Joe - Team #2:	A BIKE (DOES).	Team #2 doesn't get a point.
Alice - Team #1:	YOU'RE WRONG. A TRIKE DOES.	
Joe - Team #2:	WHICH HAS MORE WHEELS, A TRIKE OR A BIKE, MARY?	

ETC.

Lesson 110

2. Chain Dialog. Place all the pictures of the animals, insects, etc. used in lesson 109 on the chalk tray. Start the dialog by asking a question.

MARY, WHICH HAS THE MOST FEET, AN ELEPHANT, A DUCK, OR A BUG?

Point to the pictures of an elephant, a duck, and a bug.

Mary: A BUG DOES. TOM, WHICH IS THE BIGGEST, A BIRD A HORSE, OR AN ELEPHANT?

Have Mary point to the animals as she says their names.

Tom: AN ELEPHANT IS. JOE, WHICH HAS MORE FEET, A GOAT OR A CHICKEN?

Have Tom point to the pictures as Mary did.

ETC.

3. Guessing game. Divide the class into two teams - the boys on one team and the girls on the other. Have three pupils come up and turn their backs so the class cannot see as you give each pupil different numbers of marbles. For each correct guess the team gets a point. Encourage the pupils to ask different questions.

Girls - #1: TOM, WHO HAS THE MOST MARBLES, JOE, MARY, OR GEORGE?

Tom: [MARY / GEORGE / JOE] DOES.

Now have the three pupils holding the marbles open their hands so all can see how many each one has. If Tom guesses correctly, the boys' team gets a point. Have the three pupils turn their backs and exchange some of their marbles with each other for the next guess.

Tom: JANE, WHO HAS MORE MARBLES, GEORGE OR MARY?

Jane: [GEORGE / MARY] DOES.

Continue until all the pupils have had a chance to ask and answer a question.

Level II

Lesson 111

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

Who has more marbles, you or Mary?
Which has more flowers, the blue vase of the red one?
Which has more wheels, a trike or a bike?

2. The learner will be able to answer these questions with sentences like:

Mary has more marbles than I (do). Mary does. Mary.

The blue vase has more flowers than the red one (does). The blue vase does. The blue vase.

A trike has more wheels than a bike (does). A trike does. A trike.

B. Test: See pages 6, 7, and 8.

II. MATERIALS

A. Ten marbles, a box of pencils (different colors and different lengths), a blue vase, a red vase, and ten artificial flowers.

B. Pictures of each of the following: a bike, a trike, a scooter, and a wagon.

Teaching Points

a. Who comparative questions about two human nouns (as subject) connected by "or" (such as, "you or Mary").

b. Which comparative questions about two nonhuman nouns (as subject) connected by "or."

c. The use of "more" (for quantity measure) in such questions.

d. The responses to such questions.

Lesson 111

III. PROCEDURES

A. Review

1. Free Dialog. Have two different pupils stand back to back each time as you ask the following questions:

Have Tom and Mary stand back to back.

JOE, WHO'S TALLER,
TOM OR MARY?

Joe: MARY'S TALLER THAN TOM.

Model the answer if you have to.

Have Joe and John stand back to back.

JANE, WHO'S TALLER,
JOE OR JOHN?

Jane: JOE IS.

Continue with several other pairs of pupils.

2. Free Dialog. Hold up two different colored pencils of varying lengths each time as you ask the following questions:

Hold up a green and a red pencil.

MARY, WHICH IS LONGER,
THE GREEN PENCIL OR
THE RED ONE?

Mary: THE GREEN PENCIL IS LONGER THAN THE RED ONE.

Model the answer if you have to.

Hold up a yellow and a blue pencil.

TOM, WHICH IS LONGER,
THE YELLOW PENCIL OR
THE BLUE ONE?

Tom: THE YELLOW PENCIL IS.

Allow minimally short answers.

Continue with several other pairs of pupils.

B. Presentation

1. Call Joe and Mary to the front of the class. Give Joe two marbles and Mary three marbles. Model: (2).

WHO HAS MORE MARBLES,
JOE OR MARY?

MARY HAS MORE MARBLES
THAN JOE.

2. Free Dialog:

JOE, WHO HAS MORE
MARBLES, YOU OR
MARY?

Joe: MARY HAS MORE MARBLES
THAN I DO.

Model the answer for him if you have to. Accept the shorter responses, "Mary does." or simply, "Mary."

Give Tom three marbles and Jane four marbles.

TOM, WHO HAS MORE
MARBLES, YOU OR JANE?

Tom: JANE DOES.

Continue on for several other turns, giving marbles to different pupils and asking about the marbles in the same way.

3. Hold up a picture of a bike and a trike.
Model: (2).

WHICH HAS MORE WHEELS
A TRIKE OR A BIKE?

A TRIKE HAS MORE WHEELS
THAN A BIKE.

4. Free Dialog:

MARY, WHICH HAS MORE
WHEELS A TRIKE OR A
BIKE?

Lesson 111

Mary: A TRIKE HAS MORE WHEELS THAN A BIKE.

Model the answer for her if you have to. Accept the shorter response, "A trike does." or simply, "A trike."

Hold up pictures of a scooter and a wagon.

JANE, WHICH HAS MORE WHEELS, A SCOOTER OR A WAGON?

Jane: A WAGON.

Continue on for several other turns, holding up different pictures and asking different pupils about them.

5. Put the blue vase, with three flowers in it, and the red vase, with five flowers in it, on the table.
Model: (2).

WHICH HAS MORE FLOWERS, THE BLUE VASE OR THE RED ONE?

THE RED VASE HAS MORE FLOWERS THAN THE BLUE ONE.

6. Free Dialog:

JANE, WHICH HAS MORE FLOWERS, THE BLUE VASE OR THE RED ONE?

Jane: THE RED VASE HAS MORE FLOWERS THAN THE BLUE ONE.

Model the answer if you have to. Accept the shorter response, "The red vase does." or simply, "The red vase."

Take three of the flowers out of the red vase.

JOE, WHICH HAS MORE
FLOWERS, THE BLUE
VASE OR THE RED ONE?

Joe: THE BLUE VASE.

Continue on for several other turns, putting different numbers of flowers in each vase each time and asking different pupils about them.

7. Chain Dialog. Put the marbles, the pictures, and the vases with flowers on the table. Start off the following exercise, but help the pupils carry it on by themselves by modeling questions or responses for them if you have to. It may sound like this:

JOE WHICH HAS MORE
WHEELS, A BIKE OR A
WAGON?

Joe: A WAGON.

TOM, WHICH HAS MORE
FLOWERS, THE RED VASE
OR THE BLUE ONE?

Tom: THE RED VASE

JANE, WHO HAS MORE
MARBLES, YOU OR MARY?

Jane: MARY DOES.

Now have Jane go ahead and ask her neighbor the next question. Model the question for her if she needs help.

Jane: MARY, WHICH HAS MORE
WHEELS, A SCOOTER OR
A TRIKE?

Hold up pictures of a bike and a wagon.

Put three flowers in the red vase and one flower in the blue vase.

Give Jane three marbles and Mary four marbles.

Have her hold up pictures of a scooter and a trike.

Lesson 111

Mary: A TRIKE DOES.
JOE, WHICH HAS MORE FLOWERS, THE RED VASE OR THE BLUE ONE?

Joe: THE RED VASE.
TOM, WHO HAS MORE MARBLES, YOU OR JOHN?

Tom: JOHN HAS MORE MARBLES THAN I DO.

ETC.

Have her put four flowers in the red vase and three in the blue vase.

Have Joe give John two marbles and Tom one marble.

Test:

1. Chain Dialog. Put the pictures of the trike, bike, wagon, and scooter on the chalk rail. Point to the two pictures you mention as you ask:

JOE, WHICH HAS MORE WHEEL WHEELS, A TRIKE OR A BIKE?

Joe: A TRIKE HAS MORE WHEELS THAN A BIKE DOES.
A TRIKE.

Then have Joe point to two pictures and ask:

Joe: TOM, WHICH HAS MORE WHEELS, A SCOOTER OR A WAGON?

See if Tom can answer correctly. Continue on around the group until everyone has asked and answered a question.

Likely Errors

a. Who has more marbles, you or Mary? → *Who have more marbles, you or Mary?

b. Which has more wheels, a trike or a bike? → *Which have more wheels, a trike or a bike?

c. The blue vase has more flowers than the red vase does. → *The blue vase has more flowers than the red vase do.

2. Free Dialog. Hold five marbles in your left hand and five marbles in your right hand. Put your hands under the table and give Joe two marbles and Mary three marbles so that no one else knows how many they have. Ask:

JOE, WHO HAS MORE
MARBLES, YOU OR
MARY?

Model the correct answer for him if you have to.

Joe:
MARY HAS MORE MARBLES THAN I (DO).
MARY DOES.
MARY.

Have the two pupils show how many marbles they have to see if Joe has guessed correctly. Then have Joe hold five marbles in each hand. Have him put his hands under the table and give some marbles to Tom and Jane. Have him ask:

Joe: TOM, WHO HAS MORE MARBLES, YOU OR JANE?

See if Tom can answer correctly. Then continue on around the group until everyone has asked and answered the question.

3. Free Dialog. Put the two vases on the table. Have Joe close his eyes while you put five flowers in the blue vase and three flowers in the red vase. Ask:

JOE, WHICH HAS MORE
FLOWERS, THE BLUE
VASE OR THE RED ONE?

See if he can guess correctly:

Joe: THE BLUE VASE HAS MORE FLOWERS THAN THE RED ONE DOES. THE BLUE VASE.

Then have Tom close his eyes while Joe rearranges the flowers and asks:

Joe: TOM, WHICH HAS MORE FLOWERS, THE BLUE VASE OR THE RED ONE?

Have Tom guess. Continue on around the group until everyone has asked and answered the question.

Lesson 112

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

Who has the most marbles, Mary, Tom, or Joe?
Which has the most wheels, a scooter, a trike, or a wagon?
Which has the most flowers, the blue, the red, or the yellow vase?

2. The learner will be able to answer these questions with sentences like:

Tom has the most marbles. Tom does.

A wagon has the most wheels. A wagon does.

The red vase has the most flowers. The red vase does.

B. Test: See pages 7, 8, and 9.

II. MATERIALS

A. Ten marbles, a box of pencils (of different colors and different lengths), a blue vase, a red vase, a yellow vase, and artificial flowers.

B. Pictures of each of the following: a bike, a wagon, a car, a trike, a scooter, and a truck.

III. PROCEDURES

A. Review

Teaching Points

a. Who comparative questions about three or more human nouns (as subject), the last two connected by "or."

b. Which comparative questions about three or more nonhuman nouns (as subject), the last two connected by "or."

c. The use of "most" (for quantity measure) in such questions.

d. The responses to such questions.

1. Have three pupils stand together.

JOE, WHO'S THE
TALLEST, JOHN,
MARY, OR JANE?

Joe: MARY'S THE TALLEST.

Have three other pupils stand up.

TOM, WHO'S THE
TALLEST, JOE,
PETER, OR JEAN?

Tom: JOE IS.

Continue on for several more turns.

2. Hold up three different colored pencils of varying lengths.

MARY, WHICH IS THE
LONGEST, THE YELLOW,
THE RED, OR THE
BLUE PENCIL?

Mary: THE RED PENCIL IS THE LONGEST.

Hold up three other pencils.

JANE, WHICH IS THE
LONGEST, THE GREEN,
THE BROWN, OR THE
PINK PENCIL?

Jane: THE GREEN PENCIL IS.

Continue on for several more turns.

Model the answers if you have to.

B. Presentation

1. Have three pupils stand up. Give Mary one marble, Joe two marbles, and Jane three marbles.
Model: (2).

WHO HAS THE MOST MARBLES,
MARY, JOE, OR JANE?
JANE HAS THE MOST MARBLES.
SHE HAS THREE.

2. Free Dialog:

TOM, WHO HAS THE MOST MARBLES, MARY, JOE, OR JANE?

Tom: JANE HAS THE MOST MARBLES.

HOW MANY DOES SHE HAVE?

SHE HAS THREE.

JOE, WHO HAS THE MOST MARBLES, TOM, JOHN, OR PETER?

Joe: TOM DOES.

HOW MANY DOES HE HAVE?

HE HAS THREE.

Continue on around the group giving different numbers of marbles to different pupils.

3. Hold up three pictures, e.g. a scooter, a trike, and a wagon.
Model: (2).

WHICH HAS THE MOST WHEELS,
A SCOOTER, A TRIKE, OR A WAGON?

Model the answer if you have to. Allow the shorter response, "Jane does."

Give Tom three marbles, John two marbles, and Peter one marble.

Lesson 112

A WAGON HAS THE MOST WHEELS.
IT HAS FOUR.

4. Free Dialog:

MARY, WHICH HAS THE MOST WHEELS, A SCOOTER, A TRIKE, OR A WAGON?

Mary: A WAGON HAS THE MOST WHEELS. IT HAS FOUR.

Model the answer if you have to. Allow the shorter response, "A wagon does."

JANE, WHICH HAS THE MOST WHEELS, A BIKE, A TRIKE, OR A CAR?

Jane: A CAR DOES. IT HAS FOUR.

Hold up the pictures of a bike, trike, and car.

Continue on around the group holding up different pictures each time.

5. Put the three vases on the table. Put one flower in the blue vase, two flowers in the yellow vase, and three flowers in the red vase.
Model: (2).

WHICH HAS THE MOST FLOWERS, THE BLUE, THE RED, OR THE YELLOW VASE?

THE RED [ONE / VASE] HAS THE MOST FLOWERS. IT HAS THREE.

6. Free Dialog:

TOM, WHICH HAS THE MOST FLOWERS, THE BLUE, THE RED, OR THE YELLOW VASE?

Tom: THE RED [ONE / VASE] HAS THE FLOWERS. IT HAS THREE.

JOE, WHICH HAS THE MOST FLOWERS, THE BLUE, THE RED, OR THE YELLOW VASE?

Joe: THE BLUE [ONE / VASE] DOES. IT HAS THREE.

Continue on for several more turns, putting different numbers of flowers in each vase each time.

7. Chain Dialog. Start the pupils off on the following dialog, but have them carry it on by themselves. Give them help by modeling questions and answers for them and by giving the pupils the objects they are to hold behind their backs. Have Joe, Tom, and Mary stand in front of the group holding their hands behind their backs. Give Joe one marble, Tom two marbles, and Mary three marbles. The dialog may sound like this:

JANE, WHO HAS THE MOST MARBLES, JOE, TOM, OR MARY?

Jane: JOE HAS THE MOST MARBLES.

NO, HE DOESN'T. MARY HAS THE MOST MARBLES.

Have the pupils show the marbles they are holding. Then take the marbles from them and give them each a vase to hold behind their backs. Put one flower in Joe's vase, two flowers in Tom's vase, and three flowers in Mary's vase. Have Jane ask:

Model the answer if you have to. Allow the shorter response, "The red vase does." Don't insist on the second sentence.

Take two flowers from the red vase and put them in the blue vase.

Jane: JOHN, WHICH HAS THE MOST FLOWERS, THE RED, THE BLUE, OR THE YELLOW VASE?

John: THE YELLOW [ONE / VASE] DOES.

Have the pupils take the vases from behind their backs to see if John has guessed correctly. Then have them put their hands behind their backs again and give Joe a picture of a car, Tom a scooter, and Mary a trike. Have John ask:

John: PETER, WHICH HAS THE MOST WHEELS, A CAR, A SCOOTER, OR A TRIKE?

Peter: A CAR DOES.

John: WHO HAS THE CAR?

Peter: JOE DOES.

Have the pupils show the pictures to see if Peter has guessed correctly. Then have three other pupils stand in front of the group to replace Joe, Tom, and Mary. Have the pupils take turns in asking their neighbors questions (in your place). Alternate the three pupils standing in front of the group every so often.

Test:

1. Free Dialog. Put three paper sacks on the table. Put two marbles in one sack, three marbles in another, and four marbles in the other sack. Pick up the sacks and mix them around quickly so that no one can tell which sack has two, three, or four marbles. Have Joe, Tom. and Mary each pick up a sack. Ask:

   JANE, WHO HAS THE MOST MARBLES, JOE, TOM, OR MARY?

   Jane: MARY HAS THE MOST MARBLES. MARY DOES. SHE HAS FOUR.

   (Model the answer for her if you have to.)

   Then have the three pupils take the marbles out of their sacks to see who has the most. Then mix the sacks around again, have the new pupils come up to them, and have Jane ask:

   Jane: JOE, WHO HAS THE MOST MARBLES, JOHN, PETER, OR SUSAN?

   See if he can guess correctly. Continue on around the group until everyone has had a chance to ask and answer a question.

2. Put the three vases on the table and have Tom close his eyes while you put one flower in the yellow vase, three flowers in the blue vase, and five flowers in the red vase. Ask:

Likely Errors

a. Who has the most marbles, Mary, Tom, or Joe? → *Who has the most marbles, Mary, Tom, and Joe?

b. Which has the most flowers, the blue, the red, or the yellow vase? → *Which have the most flowers, the blue, the red, or the yellow vase?

c. A wagon has the most wheels. → *A wagon has the most wheel.

TOM, WHICH HAS THE MOST FLOWERS, THE BLUE, THE RED, OR THE YELLOW VASE?

See if he can guess correctly:

Tom: THE RED VASE HAS THE MOST FLOWERS.
THE RED VASE DOES.
THE RED ONE DOES.

IT HAS THREE.

Have another pupil close his eyes while you rearrange the flowers. Have Tom ask:

Tom: JOE, WHICH HAS THE MOST FLOWERS, THE BLUE, THE RED, OR THE YELLOW VASE?

See if he can guess correctly. Continue on around the group until everyone has had a chance to ask and answer the question.

3. Put all of the pictures in the chalk rail. As you point to each picture you mention, ask:

MARY, WHICH HAS THE MOST WHEELS, A SCOOTER, A TRIKE, OR A WAGON?

See if she can answer correctly:

Mary: A WAGON HAS THE MOST WHEELS.
A WAGON DOES.

IT HAS FOUR.

Then have Mary point to the three pictures she mentions as she asks:

Mary: JANE, WHICH HAS THE MOST WHEELS, A BIKE, A TRIKE, OR A TRUCK?

See if she can answer correctly. Then continue on around the group until everyone has had a chance to ask and answer a question.

Level II

Lesson 113

Teaching Points

a. Which comparative questions about two nonhuman nouns (as subject) connected by "or."

b. The use of "more" in such questions.

c. Which comparative questions about three nonhuman nouns (as subject) connected by "or."

d. The use of "most" in such questions.

e. The responses to these two kinds of comparative questions.

I. OBJECTIVES

Content

1. New vocabulary: an ant, a spider, a bug, an elephant, a lion, a tiger, feet.

2. The learner will be able to use the new vocabulary in sentences like the following (as in lessons 111 and 112):

Which has the most feet, a spider, a lion, or an elephant?
Which has more feet, a tiger or an ant?

A bug has more feet than a duck does.

II. MATERIALS

A. Pictures of each of the following: an ant, a bug, a bird, a lion, a tiger, a chicken, a horse, a spider, an elephant, a cow, a turkey, a duck, a goat, etc.

B. Two shirts (or a picture of them), one blue, the other white with a different number of buttons; and two dresses (or a picture), one red, the other yellow, both with buttons, one with more than the other.

III. PROCEDURES

A. Review

1. Free Dialog. Have the two shirts and the two dresses (or pictures of them) out on the table.

Lesson 113

JOE, WHICH HAS MORE BUTTONS, THE BLUE SHIRT OR THE WHITE ONE?

Hold up the two shirts for Joe to see.

Joe: THE WHITE SHIRT DOES.

MARY, WHICH HAS MORE BUTTONS, THE BLUE SHIRT OR THE RED DRESS?

Hold up the blue shirt and the red dress.

Mary: THE RED DRESS.

JANE, WHICH HAS THE MOST BUTTONS, THE BLUE SHIRT, THE WHITE SHIRT, OR THE YELLOW DRESS?

Hold up the two shirts and the yellow dress.

Jane: THE WHITE SHIRT HAS THE MOST BUTTONS.

TOM, WHICH HAS MORE BUTTONS, THE RED OR THE YELLOW DRESS?

Hold up the two dresses.

Tom: THE YELLOW DRESS HAS MORE BUTTONS THAN THE RED DRESS DOES.

ETC.

This activity might continue with the children asking the questions.

B. Presentation

1. Model: (3). Echo: ● (3), ⊙ .

I HAVE TWO FEET.

Point to your feet.

I HAVE TWO FEET.

2. Free Dialog. Accept any appropriate response.

JOE, WHICH HAS MORE FEET,
A CHICKEN OR A HORSE?

Joe: A HORSE DOES.

Hold up pictures of a chicken and a horse.

TOM, WHICH HAS MORE FEET,
A BIRD OR A COW?

Tom: A COW HAS MORE FEET
THAN A BIRD.

Hold up pictures of a cow and a bird.

MARY, WHICH HAS THE MOST
FEET, A TURKEY, A DUCK OR
A GOAT?

Mary: A GOAT HAS THE MOST FEET.

Hold up pictures of a turkey, a duck, and a goat.

3. Hold up a picture of an ant and then of a lion.
Point to the feet.
Model: (3). Echo: ◯ (3), ⊙ .

AN ANT HAS MORE FEET
THAN A LION.

AN ANT HAS MORE FEET
THAN A LION.

4. Repeat step 3 with a spider and an elephant and then with a bug and a tiger.

5. Chain Dialog. Have the pupils sit in a circle. Place all of the pictures face down in a stack in the middle of the circle. Help the pupils carry on a dialog like the following by having the first pupil pick up either two or three pictures and asking about them. After each question, put the pictures at the bottom of the

stack and continue on around the group. Model only as much as you have to. The dialog may sound like the following:

MARY, WHICH HAS MORE
FEET, A TIGER OR A DUCK?

Mary: A TIGER DOES.
TOM, WHICH HAS THE MOST
FEET, A CHICKEN, A
TURKEY OR A COW?

Tom: A COW HAS THE MOST FEET.
JANE, WHICH HAS MORE FEET,
A BUG OR AN ELEPHANT?

Jane: A BUG DOES.
JOE, WHICH HAS THE MOST
FEET, AN ANT, A BIRD,
OR A PIG?

ETC.

6. Chain Dialog. Place all of the pictures of the animals (bugs, birds, etc.) in the chalk rail. Start off the following dialog, but help the pupils carry it on by themselves by modeling as many questions and answers as you have to. It may sound like the following:

JOE, WHICH HAS MORE FEET,
A BIRD OR A BUG?

Point to the pictures of a bird and a bug.

Joe: A BUG DOES.
TOM, WHICH HAS THE MOST
FEET, A LION, A TIGER,
OR AN ANT?

Have Joe point to the pictures of a lion, a tiger, and an ant.

Lesson 113

Tom: AN
MA ANT DOES.
FE RY, WHICH HAS MORE
HO ET, A CHICKEN OR A
RSE?

Have Tom point to the pictures of a chicken and a horse.

Mary: A
JA HORSE DOES.
FE NE, WHICH HAS THE MOST
OR ET, A CHICKEN, A HORSE,
A SPIDER.

Have Mary point to the pictures of a chicken, a horse, and a spider.

ETC.

Level II

Lesson 114

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like:

   Who ran faster, Joe or Tom?
   Who jumped higher, Mary or Jane?

2. The learner will be able to answer these questions with sentences like:

   Joe ran faster than Tom did.
   Joe did.

   Mary jumped higher than Jane did.
   Mary did.

B. Test: See pages 6 and 7.

II. MATERIALS

A. Several pieces of chalk, and a box of pencils, crayons, and pens of assorted colors and lengths.

B. Two hand puppets.

III. PROCEDURES

A. Review

1. Chain Dialog. Have two pupils stand back to back.

   TOM, WHO'S TALLER, JOHN OR MARY?

   Tom: MARY'S TALLER THAN JOHN.

Model the answer if you have to. Accept the shorter response, "Mary is." or simply, "Mary."

Teaching Points

a. Who comparative questions about the manner of performance of two human nouns (as subject) connected by "or."

b. The responses to such questions.

c. The comparative form (-er) of adverbs.

Have Tom pick two new pupils to stand back to back, and have him ask:

Tom: JOE, WHO'S TALLER, JANE OR NANCY?

Joe: JANE IS. MARY, WHO'S TALLER, TOM OR PETER?

Mary: TOM'S TALLER THAN PETER. JANE, WHO'S TALLER, JOE OR BOB?

ETC.

2. Free Dialog. Have a box of crayons, pens, chalk, and pencils of different colors and lengths. To begin, take out a crayon and a pen. Ask:

TOM, WHICH IS LONGER, THE CRAYON OR THE PEN?

Tom: THE PEN IS.

Give the box to Tom and have him take out two objects and ask his neighbor about them. Pass the box on around the group. Give help where it is needed by modeling questions and answers and by helping the pupils choose two objects.

Tom: JOE, WHICH IS LONGER, THE CHALK OR THE PENCIL?

Joe: THE PENCIL IS LONGER THAN THE CHALK. MARY, WHICH IS LONGER, THE RED CRAYON OR THE GREEN CRAYON?

Mary: THE RED CRAYON IS.
JANE, WHICH IS LONGER,
THE PEN OR THE PENCIL?

Jane: THE PENCIL IS LONGER
THAN THE PEN. JOHN,
WHICH IS LONGER, THE
CHALK OR THE CRAYON?

John: THE CHALK IS.

ETC.

B. Presentation

1. Introduce two hand puppets.

THIS IS PETER.
THIS IS JOHN.
THEY'RE GOING TO JUMP.

Have one puppet hold a piece of chalk, stand on the table next to the chalkboard getting ready to jump, and then jump, marking on the chalkboard with his chalk. Have the other puppet do the same, only have him jump higher.

2. Model: (2).

WHO JUMPED HIGHER,
PETER OR JOHN?

JOHN JUMPED HIGHER THAN
PETER DID.

Lesson 114

3. Free Dialog:

OK. I THINK THEY'RE GOING TO THEY'LL

TRY IT AGAIN.

MARY, WHO JUMPED HIGHER,
PETER OR JOHN?

Mary: PETER JUMPED HIGHER
THAN JOHN DID.

Have the puppets jump several more times, and each time ask:

JANE, WHO JUMPED HIGHER,
PETER OR JOHN?

Jane: PETER DID.

YES. PETER JUMPED
HIGHER THAN JOHN DID.

Repeat the procedure a few more times.

4. Have the two puppets stand side by side on the table. Have them run across the table, one faster than the other.
Model: (2).

THEY'RE GOING TO RUN.

WHO RAN FASTER, PETER
OR JOHN?

Have the two puppets jump and mark again.

Model the answer for her if you have to. Accept the shorter response, "Peter did." If this short response is given, say (and gesture to the class to join you), "Yes, Peter jumped higher than John did."

Gesture to the class to join you.

They run.

JOHN RAN FASTER THAN
PETER DID.

5. Free Dialog:

THEY'LL TRY IT AGAIN.

They run again.

JANE, WHO RAN FASTER,
PETER OR JOHN?

Jane: PETER RAN FASTER THAN
JOHN DID.

Have the puppets run several more times, and each time ask:

JOE, WHO RAN FASTER,
PETER OR JOHN?

Joe: JOHN DID.

You and the class say, "Yes, John ran faster than Peter did."

ETC.

6. Chain Dialog. Take the group outside to the playground. Stand off to one side and have two pupils run to you. The person who wins the race each time can ask the question on the next turn.

MARY, WHO RAN FASTER,
JOE OR TOM?

Mary: TOM DID.

Tom: JANE, WHO RAN FASTER,
MARY OR JOHN?

Jane: MARY RAN FASTER THAN
JOHN DID.

Mary: JOE, WHO RAN FASTER,
PETER OR BOB?

Joe: BOB DID.

ETC.

Test:

Have the pupils stand in two lines. Stand off away from them and have the first two pupils run to you. Ask:

JANE, WHO RAN FASTER, JOE OR TOM?

Model the answer for her if you have to.

Jane: JOE RAN FASTER THAN TOM DID.
JOE DID.

Then have the next two pupils run to you. Have Joe ask:

Joe: MARY, WHO RAN FASTER, JANE OR JOHN?

See if she can answer correctly. Continue on, having some pupils run more than once until everyone has asked and answered the question. Then have two pupils stand next to the wall. Give them each a piece of chalk. Have them jump as high as they can and draw a chalk mark as high on the wall as they can. If this will disfigure the wall, have them just touch the highest point they can jump to. Ask:

JANE, WHO JUMPED HIGHER, TOM OR JOE?

Model the answer for her if you have to.

Jane: TOM JUMPED HIGHER THAN JOE DID.

Then have the next two pupils jump as high as they can and make chalk marks on the wall. Have Jane ask:

Likely Errors

a. Who ran faster, Joe or Tom? —→ *Who ran fast, Joe or Tom?

b. Who jumped higher, Mary or Jane? —→ *Who jumped more higher, Mary or Jane?

c. Joe ran faster than Tom did. —→ *Joe ran faster than Tom do.

Jane: JOE, WHO JUMPED HIGHER,
MARY OR JOHN?

See if he can answer correctly. Then continue on around the group having some pupils jump more than once, until everyone has asked and answered the question.

Level II

Lesson 115

I. OBJECTIVES

A. Content

1. The learner will be able to ask questions like those in lessons 107, 111, and 114:

Who jumped higher, Mary or Jane?
Who has more marbles, you or Tom?
Which is longer, the red pencil or the green one?
Which has more flowers, the blue vase or the yellow one?

2. The learner will be able to answer these questions with answers like:

Mary jumped higher than Jane did.
Tom has more marbles than I do.
The red pencil is longer than the green one.
The yellow vase has more flowers than the blue one does.

B. No Test.

II. MATERIALS

A. A blue vase, a yellow vase, and several artificial flowers, ten marbles, two pieces of chalk, two paper sacks, and different colored pencils of varying lengths.

B. Pictures of each of the following: a dog, a cat, a horse, a cow, a chicken, a pig, a duck, a goat, a rabbit, a turkey, a bike, a trike, a wagon, and a scooter.

Teaching Points

Reviews of lessons 107, 111, and 114:

a. Who questions with the comparative form of adjectives, or with "more" plus a plural noun.

b. Which questions with the comparative form of adjectives, or with "more" plus a plural noun.

c. Who questions with the comparative form of adverbs.

d. Responses to such questions.

III. PROCEDURES

1. Free Dialog. Have the pupils stand in two lines. Have the first two pupils stand back to back and ask:

JOE, WHO'S TALLER,
TOM OR JANE?

Joe: JANE'S TALLER THAN TOM. TOM, WHO'S TALLER, MARY OR PETER?

Model the correct response for him if you have to.

Tom: MARY'S TALLER THAN PETER. JANE, WHO'S TALLER, JOE OR BOB?

Have Joe and Bob stand back to back.

Jane: JOE'S TALLER THAN BOB.

ETC.

2. Free Dialog. Place all of the pictures on the chalk rail. Start off the following dialog. Help the pupils carry it on by themselves by modeling questions or answers whenever necessary.

JOE, WHICH IS BIGGER,
A HORSE OR A CHICKEN?

Point to the pictures of the horse and the chicken.

Joe: A HORSE IS BIGGER THAN A CHICKEN. TOM, WHICH HAS MORE WHEELS, A TRIKE OR A BIKE.

Have Joe point to the pictures of a trike and a bike.

Tom: A TRIKE DOES. JANE, WHICH IS BIGGER, A COW OR A GOAT?

Have Tom point to the pictures of a cow and a goat.

Jane: A COW IS BIGGER THAN A GOAT.
MARY, WHICH HAS MORE WHEELS, A TRIKE OR A WAGON?

Have Jane point to the pictures of a trike and a wagon.

Mary: A WAGON DOES.

ETC.

3. Have two pupils at a time run to you. Start off the following dialog but let the winner of each race carry it on the next time.

WHO RAN FASTER, JOE OR TOM?

Have Joe and Tom run to you.

JOE DID.

Joe: WHO RAN FASTER, MARY OR JANE?

Have Mary and Jane run.

Tom: JANE DID.

Jane: WHO RAN FASTER, BOB OR PETER?

Have Bob and Peter run.

Mary: BOB DID.

ETC.

4. Free Dialog. Put the blue and yellow vases on the table in front of the group, but hold a sheet of construction paper above and in front of them; so that the pupils can see the vases but not how many flowers are in each vase. Have a different pupil put a different amount of flowers in each vase at each turn in order to carry on a dialog like the following:

Joe: WHICH HAS MORE FLOWERS, THE BLUE VASE OR THE YELLOW ONE?

Tom: THE YELLOW ONE / VASE DOES.

Lift up the construction paper so that everyone can see if Tom has guessed correctly. Then have Joe hold two pencils in his hands so that only the ends show. He can ask:

Joe: WHICH IS LONGER, THE RED PENCIL OR THE GREEN ONE?

Tom: THE RED PENCIL (IS).

Have Joe uncover the pencils to see if Tom has guessed correctly. Then have Tom take Joe's place and ask his neighbor the two questions, first about the flowers and then about the pencils. Continue on around the group until everyone has had a chance to ask and answer both of the questions.

5. Free Dialog. Have Mary and Jane stand by the chalkboard. Give them each a piece of chalk and have them jump as high as they can and mark the spot on the board with the chalk. Ask:

WHO JUMPED HIGHER, MARY OR JANE?

MARY JUMPED HIGHER THAN JANE DID.

Model the correct answer at first if you have to.

Then hand Mary and Jane each a paper sack with marbles in them. Ask:

MARY, WHO HAS MORE
MARBLES, YOU OR JANE?

Let her guess:

Mary: JANE HAS MORE MARBLES
THAN I DO.

Have the two pupils take the marbles out of their sacks so that everyone can see if Mary has guessed correctly. Then have Mary take your place in asking two other pupils the questions, first about jumping and then about the marbles.

Continue on around the group until everyone has had a chance to ask and answer both of the questions.